



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SHIVAJIRAO S. JONDHLE COLLEGE OF ENGINEERING & TECHNOLOGY

NEAR ASANGAON RAILWAY STATION, ASANGAON, TAL. SHAHAPUR, DIST.
THANE
421601

www.jondhleengg.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shivajirao S Jondhle College of Engineering & Technology (SSJCET), operated by the Vighnagarata Trust, is a prominent self-funded engineering institution located in the rural region of Maharashtra. Established in 2007, the co-educational, unaided college is affiliated with the University of Mumbai, approved by AICTE, and recognized by DTE, Maharashtra. Dr. Shivajirao S Jondhle, a distinguished Agriculturalist and Industrialist, serves as the Honourable President, with Mrs. Geeta Khare, a strong advocate of quality education, as the Honourable Secretary.

SSJCET situated in Asangaon, Thane District, SSJCET occupies within the Shivajirao S Jondhle Knowledge City, surrounded by lush greenery for a tranquil learning environment. The institution emphasizes a robust teaching and learning process, combining advanced infrastructure with a dedicated faculty. Committed to providing quality engineering education and holistic student development, SSJCET follows a transparent admission policy aligned with the Centralized Admission Process conducted by the Government of Maharashtra. The college offers undergraduate programs in Automation & Robotics, Civil Engineering, Computer Engineering, Electronics & Telecommunication Engineering, and Mechanical Engineering. Additionally, it provides postgraduate programs in Civil Engineering (specializing in Construction Engineering & Management), Mechanical Engineering (specializing in Energy Systems & Management), and a Master of Management Studies. All academic programs align with institutional goals, and the current student strength stands at 432, encompassing both undergraduate and postgraduate programs. SSJCET goes beyond regular curriculum offerings, providing value-added programs to expose students to emerging industry trends and bridge the gap between academic learning and industry demands.

The institution places utmost importance on the teaching-learning process, prioritizing faculty training and comprehensive course material preparation. To foster overall student development, SSJCET conducts remedial classes, communication skills development programs, pre-placement training, group discussions, workshops, and guest lectures featuring experts from academia and industry. These initiatives aim to upgrade technical skills and prepare students for the dynamic professional landscape.

Vision

Grounded by value centred education, research guidance and services to become a leading centre for professional courses; recognized nationally and internationally for its excellence.

Mission

- To educate and nurture students, to create knowledge
- To provide service to our industry and society
- Committed to excellence and strive to develop future leaders of our nation & world
- To provide opportunities to reach excellence and enable the students to develop their inner potential

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Visionary Leadership
- Well-disciplined students
- Excellent infrastructure facilities, including classrooms, laboratories, library, seminar halls, auditorium, Gymnasium & Recreation Centre and other support facilities
- Committed management, Qualified Teaching faculty and staff
- Rigorous and monitored teaching and learning through well trained, experienced and dedicated faculty
- Very good ambience for teaching, learning, research, innovation and co-curricular and extra-curricular activities
- Curricular, co-curricular and extra-curricular programs aimed at holistic development of students.
- Good Team work
- Good Teaching Learning Process
- Student centric environment
- Participative management for smooth conduction of college activities
- College involvement towards social causes through various activities
- Green campus, pollution free environment and easily accessible location
- Wi-fi Campus

Institutional Weakness

- Quality or aptitude of students when they enter the engineering program
- Restricted curriculum flexibility due to affiliation with the university system
- Situated in a rural region of Maharashtra, with students primarily from reserved categories and communication skill gaps
- Parents with lower education levels and from low-income backgrounds
- Restrained research funding and consultancy opportunities
- International engagement in terms of student and faculty exchange programs.
- Remote location far from cities, with inadequate facilities presents difficulties in attracting prominent companies for campus placements
- Limited industry exposure for students, resulting in challenges with placement opportunities

Institutional Opportunity

- Engage in the NIRF Ranking assessment
- Seek accreditation from NBA
- Achieve full sustainability as a green campus
- Enhance the Alumni network and Entrepreneurship cell
- To furnish laboratories with state-of-the-art equipment to facilitate high-quality research.
- Boost collaboration with industries through MoUs with well-established agencies and leading companies
- Establishing international partnerships with institutes and universities.
- Reinforce the innovation and incubation environment and promote opportunities for research-focused patents

- Establish ourselves as a hub for research, consultancy, and advanced technology solutions

Institutional Challenge

- Enhancing students & employability skills in a rapidly evolving technological landscape
- Adapting the curriculum to cater to students with lower academic profiles
- Addressing the changing landscape of admissions in Engineering and Technology
- Managing the competition between core engineering and IT-specific engineering disciplines
- Coping with the rapid growth of technical education in the region, without a corresponding improvement in school education, leading to a shortage of high-quality students

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

SSJCET is affiliated with the University of Mumbai (MU) in Maharashtra, following the University's designed curriculum. A choice-based credit system is offered that allows students to opt for courses at the department and institute levels, providing flexibility in their education.

In accordance with the University's academic timetable, principal formulates a meticulously planned academic schedule, which is then subject to review and approval by the IQAC. This calendar encompasses key dates such as the start and end of the academic session, internal assessment schedules, holidays, mid-term breaks if any, Parent-Teacher meetings, submission deadlines, practical/oral examinations, and end-of-semester exams, sport, extracurricular activities etc. Before the semester commences, the academic calendar is disseminated to the faculty members and students.

The college boasts a dedicated and qualified faculty, ensuring detailed planning and timely completion of courses by adhering to an academic calendar and teaching plans. In addition to traditional teaching methods, instructors are encouraged to employ innovative approaches like presentations, assignments, group discussions, seminars, industrial visits, and projects. They also leverage technology-driven methods, such as Microsoft Teams, Zoom, smart boards, videos, and Google classrooms.

Academic procedures are consistently audited by the Internal Quality Assurance Cell (IQAC) to maintain compliance and drive continuous improvement. Teaching and learning processes are refined based on student outcomes and feedback.

SSJCET encourages students to enrol in relevant certificate courses to enhance their placement prospects. The college provides valuable exposure through field trips, technical training programs, and workshops with resource persons from various institutes and industries. Gender sensitivity, professional ethics, human values, and environmental sustainability are integrated into all branches, instilling moral and ethical values in students to make the curriculum more effective.

The institution identifies advanced and slower learners, offering specialized support to the latter through intensive coaching, remedial teaching, assignments, bridge courses, tests, mentoring, counselling, and parent-teacher meetings. Advanced learners are motivated to publish research articles, participate in poster competitions, and engage in skill enhancement activities.

Teaching-learning and Evaluation

At SSJCET Institute, our paramount focus is on adopting student-centric approaches to foster the development of lifelong learning skills. The admission process is characterized by transparency, adhering to the AICTE norms, regulations of DTE Maharashtra and the University of Mumbai. To meet diverse learning needs, students are categorized based on their abilities, including Slow Learners and Advanced Learners.

Our dedicated faculty employs various teaching methods, such as traditional lectures, interactive sessions, project-based learning, computer-assisted learning, and experimental techniques, enhancing the overall learning experience. Continuous faculty development is encouraged through workshops, seminars, and Short-Term Training Programs (STTPs), Faculty Development Programs.

We implement student-centric methods like Experiential Learning, Participative Learning, and Problem-solving Methodology. Experiential learning includes mini projects, major projects, field projects, and industry internships during summer and winter sessions. Participative Learning engages students through role plays, debates, group discussions, seminars, workshops, and group work.

Student feedback is actively sought to improve the teaching and learning process. Continuous assessment involves Internal Assessment (IA) exams, Term Work (TW), and project reviews throughout the semester, following University of Mumbai guidelines.

Our assessment procedures are transparent, with advance notice of schedules and criteria communicated to students. The institute has well-defined Program Outcomes (POs), Program Educational Objectives (PEOs), Program Specific Outcomes (PSOs), and Course Outcomes (Cos) communicated to students through the official website and also discussed during lectures.

We motivate students to participate in NSS/Unnat Bharat Abhiyan activities like village adoption, camps, surveys, tree plantations, blood donations, cleaning drives, awareness rallies on social concerns, visits to orphanages, old age homes etc. Teachers serve as mentors, addressing academic and non-academic concerns through a mentor-mentee scheme, providing personalized attention to each student within assigned groups of 15-20.

Research, Innovations and Extension

SSJCET actively cultivates a research culture among faculty and students, urging them to conduct research and publish their findings. A dedicated research Club has been instituted to facilitate these research endeavours, showcasing our institution's commitment to fostering innovation and providing a supportive environment for students.

We incentivize faculty members to pursue higher education, demonstrating an unwavering commitment to scholarly research and a continuous quest for improvement in teaching and mentoring. Memorandums of Understanding (MOUs) with various industries underscore our proactive approach to nurturing project development and strengthening corporate connections. These collaborations facilitate internships, in-plant training, and field trips, contributing to the enhancement of our students' skill sets.

Our college features student associations like NSS and UBA, actively instilling moral, ethical, and social values

while promoting leadership qualities among students. These associations organize multidisciplinary projects, seminars, workshops, awareness campaigns, and training sessions.

Workshops and sensitization programs are conducted to foster a research-oriented spirit among both faculty and students. Faculty members publish their research papers in reputable national and international journals, reflecting the institution's commitment to impactful research.

Extension activities serve society at large, with students participating in community service programs organized by NSS Unit /UBA Cell. These initiatives span tribal villages, adopted villages, and underprivileged communities, addressing environmental awareness, health promotion, cleanliness drives, road safety, water conservation, and more.

Despite pandemic disruptions, SSJCET has exhibited remarkable dedication to community support. Establishing an isolation center, hunger relief camp, and a temporary COVID-19 hospital on campus, the college has played a crucial role in addressing the needs of affected individuals. NSS volunteers have been actively involved in creating awareness videos, distributing essential supplies, and organizing online quizzes based on WHO guidelines.

Established linkages with industries, institutions, and social service organizations enrich research opportunities, provide hands-on experience, offer on-the-job training for student projects, and contribute to community welfare programs, showcasing our commitment to holistic education and community engagement.

Infrastructure and Learning Resources

SSJCET boasts well-established facilities and infrastructure that align with the requirements set forth by AICTE, DTE, and UoM. Particular attention is placed on creating an environment that supports comprehensive development.

The institute features spacious and well-furnished classrooms, tutorial rooms, fully equipped laboratories, computer labs, seminar halls, an auditorium, gymnasium, recreation center, playground, and more.

The SSJCET library houses an extensive collection of books, comprising a substantial number of volumes and titles across a wide array of subjects and disciplines. This comprehensive collection ensures that both students and faculty have access to a diverse range of study materials. The library also subscribes to a variety of international and national journals, encompassing both print and online publications. Additionally, it offers access to e-books and online courses through platforms such as NPTEL.

The library efficiently manages its resources with user-friendly software known as SLIM21, designed to operate within a client-server environment. This software enhances the library's administrative processes and facilitates streamlined access to its wealth of resources.

To support e-learning, the library is equipped with an ample number of computers that meet the specifications required for online education. This provision allows students and faculty to access digital materials, online resources, and actively participate in e-learning activities. Furthermore, the library boasts a reading hall with substantial seating capacity.

The institution holds institutional membership with the National Digital Library (NDL), offering users access to

an extensive digital repository of academic resources.

The maintenance and cleanliness of the campus are efficiently managed by outsourced housekeeping staff, ensuring a well-kept environment.

Student Support and Progression

SSJCET has established a transparent system to address various issues that may arise, ensuring the well-being and support of students. Committees like the Anti-ragging committee, women's grievance redressal cell, examination grievance committee, IIC, IQAC, and CDC diligently work to protect and address students' concerns. Our future graduates are granted the freedom to pursue their learning journey according to their aspirations, and we have policies in place to ensure their safety and redressal of any grievances.

The Training and Placement (T&P) cell, supported by various departments, facilitates campus placements, provides career guidance, and guides students towards higher education opportunities etc. We conduct sessions on competitive examinations and organize career guidance workshops to help students make informed decisions about their academic and career paths.

At SSJCET, our primary objective is to nurture students' development in diverse areas, including technical, sports, and cultural domains. We aim to identify and develop their hidden talents, preparing them for the challenges of the professional world. Students actively participate in various Institute-level committees, enhancing their managerial and leadership abilities. Affiliated with professional organizations like IETE, ISHRAE, and ISTE, apart from technical events we also organize programs focused on soft skills, language and communication skills, life skills, and computing skills etc.

Abundant opportunities for administrative engagement are provided through the Student Council, student associations, and various committees within the college. Co-curricular and extra-curricular activities are promoted to develop students' capabilities and enhance their leadership and life skills. Eligible students have access to government / other than government scholarships, and alumni actively engage in events such as hands-on sessions, guest lectures, and Students Development Programs (SDP).

Regular sports activities, annual celebrations, and engagement in NSS/UBA activities contribute to the overall development of students. SSJCET celebrates national and international days, fostering a sense of community and enhancing students' physical fitness and innate talents. The institution's commitment to holistic student development is evident in its diverse initiatives and collaborative efforts between faculty, students, and alumni.

Governance, Leadership and Management

SSJCET adheres to an efficient and transparent governance system aligned with its vision and mission, ensuring quality technical education with strong foundations and professional ethical standards. The leadership team practices participative management to achieve excellence within the established organizational structure.

All significant decisions, such as introducing new courses, changes in student intake, infrastructure expansion, and strategy formulation, receive approval from the management. Implementation involves discussions with the Principal and department heads, with regular and effective meetings held for various committees and working cells, engaging various stakeholders.

To achieve our goals, SSJCET has a well-defined perspective plan that outlines focus areas, action plans, and measures for verifying their achievements. The institution employs e-governance for streamlined, accountable, and transparent operations, ensuring efficiency.

Decentralization is a key aspect of the organizational structure, with the Principal serving as the academic and administrative head, responsible for implementing the college's Vision and Mission. Human resource planning, recruitment, performance appraisal, and professional development programs are core activities. Regular feedback from all stakeholders is gathered to provide valuable input for planning.

Faculty development programs cover technical and administrative staff, with on-campus professional development and administrative training programs. Financial support is provided for conferences and workshops, while effective welfare measures are in place for teaching and non-teaching staff. There is a well-defined mechanism to monitor fund usage, ensuring effective functioning based on the budget.

The Internal Quality Assurance Cell (IQAC) is responsible for implementing quality processes, conducting regular meetings, submitting the Annual Quality Assurance Report (AQAR) to NAAC, and overseeing academic and administrative audits. Compliance with procedures is maintained and continuously improved through systematic audits by IQAC.

Institutional Values and Best Practices

SSJCET is on a mission to provide high-quality education in engineering and management to rural students, shaping each individual into responsible and exemplary citizens. Commemorating significant days and events is a way to pay tribute to freedom fighters and inspiring figures, fostering a sense of emulation and excellence among the youth.

Dedicated to upholding equality and embracing diversity, SSJCET ensures equal opportunities for all individuals, irrespective of age, gender, race, cultural background, learning level, experience, skills, beliefs, or sexual orientation. A Grievance committee and feedback system promptly address any issues, promoting equality in administrative, teaching, co-curricular, extracurricular, and sports activities.

The institute actively promotes gender equity through NSS and Student Associations, organizing awareness programs. Efforts to create an inclusive environment foster harmony among diverse backgrounds, with activities organized by NSS, UBA, and Student Associations focusing on sensitization and instilling values, rights, duties, and responsibilities.

NSS, UBA, and Swachh Bharat Abhiyan participation instil civic responsibility, with activities like tree plantation, blood donation camps, rallies and awareness programs on social concerns and health check-ups benefiting the community. Induction programs and bridge courses for first-year students include components like yoga and universal human values.

Human values and ethics are integrated into the curriculum, promoting life skills development, leadership qualities, and teamwork spirit through co-curricular and extra-curricular events. The campus is welcoming to differently-abled students, with facilities such as ramps, lifts, accessible washrooms, and extended exam times as per University of Mumbai guidelines.

In commitment to energy conservation, the institution utilizes solar energy, LED bulbs, BLDC fans, and

rainwater harvesting. The expansive green campus adheres to environmentally friendly policies in plantation and waste management.

Student safety is prioritized, with a code of conduct emphasizing honesty, integrity, respect, and responsibility. A strict anti-ragging policy ensures a campus free from such activities, reflecting the commitment to promoting ethical and moral values at SSJCET.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHIVAJIRAO S. JONDHLE COLLEGE OF ENGINEERING & TECHNOLOGY
Address	NEAR ASANGAON RAILWAY STATION, ASANGAON, TAL. SHAHAPUR, DIST. THANE
City	ASANGAON
State	Maharashtra
Pin	421601
Website	www.jondhleengg.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	GEETHA K JAYARAJ	091-9324333333	9594962029	091-9594962029	vjtsscoe@rediffmail.com
IQAC / CIQA coordinator	AMOL S DAYMA	091-8007221976	8007221976	2527-273999	ASDAYMA@GM AIL.COM

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	University of Mumbai	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	15-05-2023	12	
AICTE	View Document	15-05-2023	12	
AICTE	View Document	15-05-2023	12	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	NEAR ASANGAON RAILWAY STATION, ASANGAON, TAL. SHAHAPUR, DIST. THANE	Tribal	10	16360.19

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Civil Engineering,	48	HSC SCIENCE	English	60	9
UG	BE,Computer Engineering,	48	HSC SCIENCE	English	60	60
UG	BE,Electronics And Telecommunication Engineering,	48	HSC SCIENCE	English	60	18
UG	BE,Mechanical Engineering,	48	HSC SCIENCE	English	60	3
UG	BE,Automation And Robotics,	48	HSC SCIENCE	English	60	10
PG	ME,Civil Engineering,Construction Engineering and Management	24	ENGINEERING GRADUATE	English	24	23
PG	ME,Mechanical Engineering,Energy Systems and Management	24	ENGINEERING GRADUATE	English	18	1
PG	MMS,Master Of Management Studies,	24	ANY GRADUATE	English	90	24

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	9				18				48			
Recruited	2	2	0	4	8	1	0	9	25	23	0	48
Yet to Recruit	5				9				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				17			
Recruited	0	0	0	0	0	0	0	0	14	3	0	17
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						35
Recruited	11		24		0	35
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				16
Recruited	7	9	0	16
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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	1	0	6	1	0	1	1	0	12
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	1	0	2	0	0	37	26	0	66
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	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	550	0	0	0	550
	Female	173	0	0	0	173
	Others	0	0	0	0	0
PG	Male	65	1	0	0	66
	Female	48	0	0	0	48
	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	95	112	99	114
	Female	29	32	29	27
	Others	0	0	0	0
ST	Male	25	33	31	20
	Female	7	10	9	20
	Others	0	0	0	0
OBC	Male	233	234	258	204
	Female	80	88	96	84
	Others	0	0	0	0
General	Male	282	314	298	320
	Female	77	71	66	48
	Others	0	0	0	0
Others	Male	71	102	112	103
	Female	25	34	28	30
	Others	0	0	0	0
Total		924	1030	1026	970

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>SSJCET, affiliated with the University of Mumbai (UoM) in Maharashtra, aligns its engineering and management programs with the tenets of the National Education Policy (NEP) 2020. Following UoM's directives, the curriculum adheres to the Revised 2019 C Scheme for Engineering UG Programs, Revised 2022 Scheme for PG Engineering, and Revised 2016 Scheme for Management Program. This structure allows flexibility through optional courses at both the institute and department levels. UoM-recommends institute-level options cover management, environmental studies, cybersecurity law, and disaster mitigation, while department-level choices focus on core subjects. From AY 2022-23, UoM introduced Honours/Minor degree programs, emphasizing multidisciplinary/interdisciplinary approaches. The institute promotes multidisciplinary projects and offers Honours Degree courses in accordance with UoM guidelines. The NSS unit engages students in socio-cultural activities, and value-added courses enhance multidisciplinary education in engineering and management. Reflecting NEP-2020 and UoM suggestions, the programs prioritize flexibility for students in selecting elective courses from various departments.</p>
2. Academic bank of credits (ABC):	<p>The Academic Bank of Credits, introduced within the National Education Policy (NEP) 2020 by the Government of India, establishes a digital platform. This platform is designed to collect and store academic credits earned by students from various higher education institutions nationwide. As part of the NEP-2020 initiative, the Indian government aims to empower students throughout the country with the Academic Bank of Credits (ABC) system, fostering academic flexibility and facilitating knowledge acquisition. SSJCET, affiliated with the University of Mumbai, is actively engaged in implementing the Academic Bank of Credits in accordance with the guidelines issued by UoM starting from the Academic year 2022-23. Students at the institute have enrolled on the ABC portal, and their information has been duly updated within the University of Mumbai's records.</p>
3. Skill development:	<p>NEP 2020 aims to enhance youth employability by addressing the industry's skill gap. SSJCET contributes significantly to this goal by incorporating</p>

	<p>courses that prioritize soft skills, teamwork, problem-solving, decision-making, and analytical thinking. Value-based education, covering universal human values, professional ethics, and environmental sciences, is integral to the curriculum. The institute conducts events marking national and international days and honours prominent figures, fostering inspiration and values-centric careers among students and faculty. Dedicated to aligning education with industry needs, SSJCET conducts skill-based programs spanning diverse domains, including Python Programming, Cybersecurity, Full Stack Development, and Artificial Intelligence etc. Beyond technical expertise, students develop managerial, leadership, and entrepreneurial skills through extracurricular activities. Faculty members pursue certifications to provide updated education, while field visits and workshops with industry experts bridge the gap between theory and industry expectations. These initiatives underscore SSJCET's proactive commitment to fulfilling NEP 2020's skill-based education objectives.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Integrating Indian knowledge systems (IKS) into education employs diverse strategies, incorporating teachings in Indian languages, infusing cultural elements, and utilizing online courses. This fosters a sense of identity, honour, and reverence for Indian culture, offering a comprehensive educational experience. The institute actively celebrates Indian festivals, with events like a lively Garba celebration during Navratri and Traditional Day where students come in traditional attire, showcasing dedication to cultural festivities. Activities such as rallies, speeches, skits, Mehandi, Rangoli, dance, singing, Lezim, and events like Marathi Bhasha Day enrich the cultural experience. Students explore nearby monuments and temples as part of IKS initiatives, studying their architecture and historical significance. Trained faculty also conduct yoga sessions, contributing to the preservation of Indian culture. Aligned with the National Education Policy 2020, these endeavours aim to promote Indian language, culture, and traditional wisdom at the grassroots level.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institution prioritizes Outcome-Based Education (OBE) in alignment with AICTE's Program Outcomes (POs) for the Engineering program. OBE</p>

	<p>implementation involves establishing Course Outcomes (COs) based on POs, evaluated upon course completion. Program Specific Outcomes (PSOs) and Program Educational Objectives (PEOs) are crafted by the department, guiding CO development over engineering program. Faculty members use Bloom's taxonomy to articulate COs, employing action verbs and measuring outcomes accordingly. Correlation between COs and POs is determined on a scale of 1 to 3, mapping course outcomes to program outcomes. Assessment tools, including internal assessments, assignments, projects, and lab experiments, provide data for CO evaluation. The faculty members ensure tool quality, verifying CO coverage and question paper difficulty. He/she sets targets for outcomes, initiating the calculation process with CO attainment values for PO calculation. Program outcome attainment levels are analysed for gaps, and strategic actions are planned, ensuring effective measurement of graduate outcomes in the Engineering program.</p>
6. Distance education/online education:	<p>Throughout the COVID-19 pandemic, the educational landscape swiftly shifted to online platforms, embracing digital tools like Zoom, Google Meet, Webex, and others to deliver course content, assessments, and examinations. Faculty members adeptly utilized these platforms to curate learning resources. Practical sessions thrived through the use of virtual labs and simulation tools. Faculty engagement surged with active participation in webinars, workshops, STTP, FDP, and similar events. Moreover, the institute's registration as a SWAYAM-NPTEL Local Chapter encouraged student enrolment in NPTEL, SWAYAM, and various other online platforms like Coursera, EdX, and Udemy Courses. Leveraging the "campus connect" initiative with Coursera, the institute provided students and faculty with free learning opportunities during the pandemic. Both students and faculty enthusiastically engaged in diverse online courses across multiple MOOC platforms. Even beyond the pandemic, both staff and students continue to embrace a blended approach to teaching and learning, disseminating knowledge effectively through online methods.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The Electoral Literacy Club was established in 2022 with the primary goal of enhancing the culture of electoral involvement among students and upcoming voters. Its core functions include: • Educating young voters about their electoral rights and duties. • Involving students in engaging activities and practical experiences to raise awareness and acquaint them with the electoral process, encompassing registration and voting rights.
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., Two Faculty coordinators and student coordinators are appointed by college for conducting programmes.
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.	Voter's awareness rally conducted in 2023 Awareness programs in adopted villages. Awareness programs in old age homes and orphanages Village surveys in adopted villages 2022 Voter's awareness rally in 2019 Street play on Voters rights in 2019 Seminar on Constitution Day in 2019
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.	Village surveys in adopted villages 2022. Voter's awareness rally in 2019. Street play on Voters rights in 2019. Seminar on Constitution Day in 2019. Faculty's participating in electoral processes as well as doing election duty. Various Training programmes of GoM conducted in
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Yes , Awareness Programmes conducted

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
924	1026	1029	970	1196

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: 120

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
75	76	80	76	78

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
442	315	576	638	431

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:

Shivajirao S Jondhle College of Engineering & Technology (SSJCET) in Asangaon aligns its educational structure with the University of Mumbai (UoM) and follows the curriculum set by the university. SSJCET has a well-structured approach to deliver this curriculum efficiently, documented comprehensively.

At the outset of each academic year, UoM furnishes the academic schedule. Using this as a basis, the principal collaborates with department heads to craft a comprehensive college academic calendar for both odd and even semesters. This calendar outlines the commencement dates, term endings, internal assessment schedules, holidays, and plans for activities such as sports, co-curricular pursuits, and meetings between parents and teachers. Additionally, it details submissions, practical and oral exam schedules, preparation periods preceding semester finals, and the commencement of these examinations. This serves as an informative guide and planner for students, faculty, staff, and other stakeholders.

Alongside these calendars, departmental academic calendars are formulated to organize department-level co-curricular events like workshops, seminars, and industrial visits.

The Continuous Internal Evaluation (CIE) of students involves internal assessment tests, assignments, quizzes, project work, and seminars. A well-outlined process, aligned with the academic calendar, governs the CIE. The engineering program follows an 80:20 pattern for theory end-semester exams, while the management program follows a 60:40 pattern for the same, dividing marks between theory end-semester exams and internal exams.

Unit Tests are conducted twice per semester (UT I & UT II for Engineering) with each test holding 20 marks in each subject. The average of these UT marks contributes to the final UT marks. The Management program, however, assigns 40 marks for internal examination, incorporating one Unit Test and project presentation.

Faculty members are allocated subjects by the Head of Department based on their expertise and preferences. Timetables for courses in each program are prepared by the timetable committee for every semester, covering master schedules, class schedules, laboratory sessions, and individual faculty schedules.

Faculty members craft teaching plans encompassing theoretical and laboratory sessions, aiming to achieve course outcomes. They track the progress of these plans based on the actual delivery of content. A mentor-mentee system is in place to guide students, bolstering their confidence and enhancing their academic and extracurricular performances.

Each faculty member maintains a course file comprising the assigned syllabus, including course objectives and outcomes, teaching materials, past university and Unit Test question papers, attendance records, and mapping of course outcomes with program outcomes.

Syllabus coverage is reviewed twice a semester by the Head of Department, ensuring any deviations are

rectified to cover the entire syllabus.

Students & academic performance is consistently assessed through class tests, quizzes, and Unit Tests throughout the semester.

Faculty members are encouraged to employ innovative teaching methods, conduct workshops and seminars, and arrange industrial visits to provide students with exposure to real-world industries, supplementing regular teaching methods.

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: 9

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

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: 51.8

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
327	273	444	836	785

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The Institute places significant emphasis on Professional Ethics, Gender Equality, Human Values, Environment, and Sustainability, recognizing their pivotal role in both individual professional growth and societal development. To fortify and instill these values, the Institute has launched various supporting initiatives, elaborated as follows:

Human Values - SSJCET actively involves students through NSS, UBA, and departmental associations, organizing a spectrum of curricular, extracurricular, and social events such as blood donations, tree plantation drives, cleanliness campaigns, awareness rallies, and more.

The mandatory student induction program is designed for newly enrolled students, aiming to cultivate human values and underscore the societal contributions possible through engineering knowledge. This program encompasses sessions on Yoga, Universal Human Values (UHV), gender equality, disaster management, first aid workshops, an English proficiency test, and engaging activities.

NSS and UBA activities, alongside endeavors like Swachh Bharath Abhiyan, blood donation drives, health awareness initiatives, street plays, social issue rallies, visits to care facilities, and aid during natural disasters like floods and droughts, actively contribute to an inclusive environment at SSJCET. Notably, during the Covid-19 pandemic, our students and staff actively participated in distributing essential supplies while our college management allocated the campus to the government to set up a temporary hospital and relief centre. The Institute collaborates with the NSS unit for blood donation drives, cloth donations, and fundraising during calamities.

Professional Ethics - The inclusion of Business and Communication Ethics subjects in Engineering and Management programs aims to instil professional ethics, effective communication, teamwork, a multidisciplinary approach, and a sense of social responsibility among students, aligning with the guidelines of UGC, AICTE, and the University of Mumbai. The university curriculum incorporates courses like Cybersecurity and laws, project management, and electives such as "Professional Ethics and CSR" to address professional ethical concerns. Seminars, webinars, and faculty development programs (FDPs) on cybersecurity raise awareness about cyber threats.

Students are encouraged to develop original technical ideas and uphold professional work ethics by avoiding plagiarism in their project reports.

Gender Sensitization - The campus has established an Internal Complaints Cell/Women's Grievances Cell to address gender-related issues. The institute actively promotes gender equity through flexible seating arrangements, equal representation in leadership positions, and inclusive curricular and co-curricular activities, ensuring comprehensive provisions for female students and staff.

Environment and Sustainability - SSJCET introduces Environment and Sustainability Studies for first-year engineering students to foster awareness about environmental issues. Institute-level electives like Disaster Management, Environment Management, and Product Lifecycle Management educate students about preserving environmental quality, emphasizing

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: 55.63

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

Response: 514

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 35.43

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
197	129	99	85	217

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
432	432	432	378	378

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](#)

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: 32.74

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
92	63	48	45	85

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
208	208	215	190	196

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 12.32

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:

SSJCET advocates the utilization of student-centric methodologies to augment student engagement, encompassing experiential learning, participative methods, and problem-solving approaches. Techniques such as role plays, teamwork, debates, seminar quizzes, and case studies specifically tailored to students & learning experiences are integrated into various aspects of our curriculum, including project work, field visits, industrial exposure, and guest lectures.

Experiential learning, emphasizing learning through action and reflection, finds expression in our student development programs, mini and major projects, fieldwork, industrial visits, and internships during summer and winter sessions. Additionally, laboratory sessions, hands-on training, and supplementary courses on cutting-edge technologies via platforms like NPTEL, Coursera, EdX, and IIRS-ISRO enrich this experiential learning journey.

Participative learning, a collaborative engagement between faculty and students, encourages active involvement through role plays, debates, group discussions, seminars, workshops, and teamwork. Management courses especially employ role play methods to foster participative learning. Various student associations and technical bodies like CESA, MESA, ETSA, ACES, ISF, and ISHARE, alongside co-curricular and extracurricular activities, further motivate student participation.

The encouragement extends to engagement in NSS, UBA, and Green Club activities such as village adoption, surveys, tree plantations, blood donations, and visits to care facilities. Expert-led guest lectures enrich the teaching process and offer practical insights.

Problem-solving methodologies are integral, with assignments, quizzes, and case studies aimed at honing students & problem-solving acumen. Case studies, especially in management programs, nurture logical thinking and practical problem-solving skills. Collaborative field projects with industries like HK Impex Pvt Ltd., Dombivili, BARC, Mumbai, Verma Engineering Works, Dombivli, SAMCON Industrial Controls Pvt Ltd., Asangaon etc. augment this approach.

The integration of Information and Communication Technology (ICT) in education enhances learning effectiveness. SSJCET employs ICT-enabled tools such as projectors, desktops, laptops, printers, smart boards, and a high-speed internet connection across the campus. During the pandemic, online classes were conducted through platforms like Zoom, Google Meet, Microsoft Team, and Google Classroom. The institution's library boasts Digital Library resources, facilitating self-learning and access to the latest trends via e-books, e-journals, and MOOC platforms like Swayam-NPTEL, Coursera, EdX, IIRS-ISRO, IITBombayX, among others.

Furthermore, practical exercises are facilitated through IITB Virtual Lab, Sci-LAB, MATLAB, SIMULINK, Packet Tracer, etc. and various online open-source resources. SSJCET is a proud member of the National Digital Library of India, promoting an environment conducive to staying abreast of technological advancements. Both faculty and students actively engage in these platforms, fostering continual learning and growth.

File Description	Document
Upload 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: 95.77**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
78	76	93	76	79

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: 8.83**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
9	7	7	5	6

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

2.5 Evaluation Process and Reforms**2.5.1**

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

Response:

SSJCET, affiliated with the University of Mumbai, adheres to UoM Guidelines concerning the exam structure, syllabus, and duration. The Institute shares an academic calendar based on the Universitys

schedule, informing students about Internal Examinations, TW submissions, oral/practical exams, Mini project/ Final year project assessments etc., well in advance. This calendar is accessible on the college website and displayed on Notice Boards

prior to each semester, ensuring students are well-informed about exam dates, timings, and formats. Sufficient preparation time is guaranteed, allowing students to plan their study schedules accordingly.

For engineering programs, each semester entails two Unit Tests (UT I & II). The weightage of these tests varies based on the total subject marks (100 or 75). UT I covers 40% of the syllabus, and UT II encompasses an additional 40% excluding UT I topics. However, First Year Engineering follows as UT I covers 40% and UT II covers an additional 35% excluding UT I topics.

The average of marks from UT I & II (out of 20) contributes to Internal Assessment. A Unit Test committee oversees these assessments, ensuring their effective execution. Question Banks I & II are provided in advance for revision, following a centralized process similar to university exams. Question papers are crafted, reviewed by coordinators, and then printed confidentially for distribution during UT sessions. Subject teachers evaluate answer books based on model solutions and marking schemes.

In MMS programs, each semester includes a midterm examination and presentations for internal assessment. After evaluation, students can view their answer books and address any grievances with the respective subject teacher. Results of internal assessments are promptly communicated.

End Semester Exams strictly adhere to UoM guidelines. Term Work (TW), Oral/Practical exams, Mini projects, and Final year Projects align with UoM guidelines, with submission schedules communicated well in advance. Continuous assessment is practiced for TW, including regular evaluations of lab journals, mini projects, and progress monitoring for final year projects. Both internal and external examiners conduct Oral and Practical Examinations.

The institute maintains a Grievance Redressal Cell for exam-related issues. Students can review evaluated answer sheets, seek clarifications, and address grievances with the respective teacher. Internal marks are displayed on notice boards. Discrepancies identified by students are rectified by the concerned teacher, and unresolved issues can be represented to the Head of the Department (HOD). Retests for UTs adhere to university guidelines and are permitted for genuine cases only.

For external assessments (university answer paper evaluations), students can request photocopies or revaluations if dissatisfied. Re-evaluations are conducted transparently and within set timelines by external faculty, adhering to university norms.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The institutes website explicitly presents and showcases Program Outcomes (PO) and Course Outcomes (CO). The syllabi for individual subjects, as provided by the UoM, contain Course Objectives and Course Outcomes, ensuring transparency and accessibility. These COs are meticulously crafted to be measurable, specific, and aligned with Blooms taxonomy across various cognitive levels.

The National Board of Accreditation has standardized 12 POs, ensuring consistency across all branches within the Engineering Undergraduate Program. These POs, rooted in Graduate attributes, are disseminated among stakeholders through multiple channels: displayed on notice boards, the institute website, course files prepared by teachers, classrooms, laboratories, and in the cabins of Department Heads. They are also prominently showcased during parent-teacher meetings, serving to educate parents about these outcomes.

Additionally, during Institute and Departmental advisory committee meetings, POs and Program Specific Outcomes (PSOs) are exhibited to inform all stakeholders and facilitate discussions regarding their achievement levels, identifying gaps, and actions taken to bridge them.

University-level orientation programs for faculty members, conducted during syllabus revisions for each subject, offer an ideal platform to thoroughly discuss and convey course objectives and course outcomes. The involvement of the Chairman, Board of Studies, and subject committees ensures the dissemination of this information through authoritative and knowledgeable sources. An essential practice involves effectively communicating program outcomes and course outcomes to students at the outset of each course or program. This practice ensures students are well-acquainted with the learning objectives and what they are expected to accomplish.

To educate teachers about outcome-based education and its implementation, seminars and webinars have been organized, offering a platform for comprehensive learning and understanding.

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 Program Outcomes (POs) and Program Specific Outcomes (PSOs) are accomplished through Curriculum. Course Outcomes (COs) are defined for each course and they are mapped to POs and PSOs.

Course outcomes (COs) are direct statements that describe the essential and enduring disciplinary knowledge, abilities that students should possess and the depth of learning that is expected upon completion of a course.

Program outcomes describe what students are expected to know and would be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire as they progress

through the program.

College is affiliated to University of Mumbai and hence the curriculum, academic calendar etc. are followed as per the University. As per curriculum, in each subject the course objectives and course outcomes are mentioned.

Attainment level is measured in terms of student performance in Continuous Assessment (CA) which consists of Internal Assessment, Assignments, practicals, tutorials, seminars, project work, with respect to the Course Outcomes of the particular course in addition to the performance in the end Semester Examination. A correlation is established between COs and POs, for that correlation levels are decided in the range of 1 to 3, 1 assigned as slightly, 2 assigned as moderately and 3 assigned as substantially. According to the correlation range, COs and POs are mapped. Target Program outcome values are calculated. Then Attainment levels are set according to the past result analysis of overall program. Overall attainment is divided into two parts direct & indirect attainment. CO direct attainment values are evaluated through Continuous assessment and end semester exams.

Further, the PO-CO attainment values are evaluated with respect to CO's direct Attainment values. This is also known as direct attainment. Indirect attainment is evaluated using course exit surveys, which consists of questionnaire related to course, course completion etc. Students have to fill the response in the scale of 1 to 5 by which Indirect attainment values are measured

Overall attainment value is calculated by considering both direct attainment & indirect attainment. Overall attainment value is compared with target Program outcome. If target level values are not achieved then, further justifications, actions and improvements will be given by the concerned staff.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 91.79

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
240	336	333	312	333

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
296	376	335	312	374

File Description	Document
Institutional data in the prescribed format	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: 3.67

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0.6	0

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 institution has set up a Cell for Intellectual Property Rights (IPR), as well as an Innovation Cell (IIC), Entrepreneurship Cell, Research and Development Cell and other entities, fostering an environment conducive to innovation.

To disseminate knowledge, the institute engages in diverse activities such as project competitions, internships, industrial visits, training programs, research paper presentations, workshops, Faculty Development Programs (FDP), and guest lectures. The institution actively promotes and supports faculty and students in writing and publishing research papers in reputable national and international conferences/journals. Faculty members receive encouragement through duty leaves and financial support for research, higher studies, conference attendance, FDPs, and training programs.

Each department has student associations fostering participation in technical competitions, project exhibitions, and organizing co-curricular and extracurricular activities.

Particular student chapters, such as IETE-ETSA within the Electronics & Telecommunication Engineering Department and SAE-BAJA, ISHRAE within the Mechanical Engineering Department, organize a variety of events and competitions. The institute employs Plagiarism Checker X software for project reports and technical papers, benefiting both faculty and students.

To provide industry exposure, expert talks by professionals from various industries, alumni, and entrepreneurs are organized. SSJCET is a local chapter of NPTEL and a centre for ISRO- IIRS outreach programs. The institute establishes Memorandum of Understanding (MoUs) with reputed organizations/industries, facilitating industrial visits, training programs, and internships. Regular industrial visits and sponsoring faculty members for higher studies contribute to fostering connections with the outside world and enhancing academic qualifications.

The National Education Policy 2020 (NEP 2020) advocates the integration of Indian Knowledge System (IKS) across all educational levels. Strategies for incorporating IKS include using Indian languages and infusing cultural aspects into the curriculum. This integration recognizes the depth of traditional Indian knowledge, making it relevant and accessible in modern education. The institute actively embraces Indian festivals, such as

Ganesh Utsav, Dussehra, and Diwali, with enthusiastic participation from students and teachers. Notably, the institute hosts vibrant celebrations such as Traditional Day and Garba dance during Dussehra, encouraging students to come in traditional attire.

Various activities, including competitions like Mehendi, Rangoli, dance, singing, Lezim, and events like Marathi Bhasha Day, showcase the institute's commitment to IKS. Students explore nearby monuments and temples to understand their architecture and historical significance. Additionally, faculty-led yoga sessions contribute to preserving and propagating Indian culture. These initiatives align with NEP 2020 goals of promoting Indian language, culture, and traditional wisdom at the grassroots level.

File Description	Document
Upload 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: 39

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
11	6	8	5	9

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.69

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
9	4	5	8	57

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

3.3.2

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

Response: 0.02

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

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

File Description	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

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:

SSJCET actively engages in a diverse array of extension activities to benefit tribal villages, adopted communities, and marginalized segments of society. The institution's social outreach initiatives involve adopting nearby villages under NSS and UBA, with a particular focus on scheduled tribe communities. Noteworthy activities in these areas encompass environmental clean-ups, awareness programs on women's health and hygiene, child education, financial stability for women, rallies addressing social issues, visits to care facilities for the elderly and orphanages, distribution of essentials to the needy, and promotion of mental and physical well-being through yoga and cleanliness drives. Blood donation camps and tree plantation initiatives also contribute significantly to community welfare.

Under the Unnat Bharat Abhiyan (UBA), a national rural development program, SSJCET has adopted five nearby villages, along with one village under the NSS Unit. Students actively participate in community service initiatives, efficiently managed through the National Service Scheme (NSS) and Unnat Bharat Abhiyan (UBA). Collaborating with Departmental Student Associations, these efforts encompass a wide range of activities. The NSS Unit organizes an annual seven-day residential camp in the adopted village, addressing various issues such as tree planting, mental and physical health promotion through yoga, cleanliness drives, rallies, financial stability awareness, blood donation camps, and child education.

During the academic year 2022-23, activities under the NSS/UBA banner included organizing a rally on 'Har Ghar Tiranga; as part of the Azadi Ka Amrut Mahotsav celebration, visiting Pasayadan Balbhavan Orphanage, participating in Gramasabha meetings in adopted villages, visiting Matoshree Vriddhashram in Khadavli, conducting village surveys in UBA adopted villages, organizing a cleanliness drive at ZP School in Veovali, and participating in a Bandhara work collaboration with M/S JSW Steel Works, Vasind, in a nearby village.

As part of Indian Knowledge System (IKS) initiatives, NSS staff and students explore nearby monuments and temples, studying their architecture and historical significance. Despite challenges posed by the Covid-19 pandemic, SSJCET demonstrated remarkable dedication in supporting the community. The college established an isolation center, hunger relief camp, and a temporary COVID-19 hospital within the campus. NSS volunteers played a pivotal role in creating awareness

videos, distributing essential supplies, and organizing online quizzes to spread awareness about COVID-19.

SSJCET successfully transitioned to virtual platforms, conducting events like International Yoga Day, Fit India Campaign webinars, International Earth Day, Marathi Rajabhasha Diwas, and Maharashtra Day virtually.

The NSS unit also contributes to the Institute’s Social Responsibility (ISR) by organizing donation drives for humanitarian causes, such as aiding Kerala flood victims and providing relief to victims of floods in Kolhapur and Sangli. These efforts have been successful due to generous contributions from both faculty and students.

In promoting students; understanding of social concerns and fostering overall development, SSJCET encourages extension activities in the local community. These activities aim to alter students ; perspectives, cultivate leadership skills, and promote empathy, covering health awareness programs, environmental and social awareness events, and initiatives for women empowerment in tribal communities, adopted communities, and underprivileged areas.

File Description	Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

SSJCET organizes diverse extension initiatives beyond the campus, primarily in villages adopted by NSS. Through these efforts, recognized and appreciated by both government and non-government entities, the main goal is to instil a sense of social responsibility in the student community

Few activities conducted by our Institute and received recognitions/ appreciations during the last 5 years are as follows;

- Constructed bandhara irrigation activity at Chandrutti village, in collaboration with M/S JSW Steel Works, Vasind, in Nov 2022. Gram Panchayat, Awale issued letter of Appreciation
- Distributed food, fruits, etc. at Matoshree Vriddhashram , Khadavli, Thane in 2022 .
- Conducted Blood Donation drive jointly with Plasma Diagnostic Laboratories and Blood Bank, Dombivili in 2020.
- Conducted various social activities like Village survey, street plays, ZP School cleaning, constructed a garden, cleaning drive at Prem Sawli Vriddhashram , Bandhara activity , rally on tree plantation & save water etc at, Dolkhamb in 2020. We have received letter of appreciation from both Nirmal Grampanchayat and Adivasi Bahujan Samaj Prabodhan Sanstha at Sakurli, Dolkhamb in 2020.
- We had set up a temporary COVID-19 hospital, isolation centre and relief camp in our

campus during Covid 19 pandemic period. Tehsildar, Executive Magistrate Office, Shahapur, Dist. Thane issued appreciation letter in 2020.

- SSJCET NSS team were appreciated and issued a Letter of Appreciation for donation of food items, water bottles, clothes, school stationary items, medicines etc to flood affected areas in Sangli & Kolhapur, Maharashtra in 2019.
- Donated food, fruits and medicines and conducted cleaning drive at Matoshree Vriddhashram, Khadavli, Thane in 2019.
- In 2019, we set up a library, donated books for Library, done cleaning drive etc at ZP primary school, Dolkhamb
- Gram Panchayat, Asangaon issued a Letter of Appreciation for the cleaning drive conducted at Railway Station, Asangaon in 2018.
- We had also donated food items, water bottles, clothes, school stationary items, medicines etc. to flood affected areas in Kerala in 2018.
- Conducted village survey, cleaning drive, blood donation, rally & street play on social concerns etc at Pashane village, in 2023. Letter of Appreciation is issued by Varkari Adhyatmik Samajik Sanstha , Pashane, Shahapur

File Description	Document
Upload 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: 49

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
11	8	6	12	12

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

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: 23

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

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:

SSJCET's management is dedicated to ensuring that the institute's physical infrastructure adheres to AICTE standards, catering to the needs of both undergraduate (UG) and postgraduate (PG) programs. This commitment to infrastructure conformity ensures that students not only have access to essential facilities for their academic pursuits but also fosters an environment conducive to holistic development. The campus of SSJCET spans 10 acres and is meticulously maintained as a clean, green, safe, and secure space, creating an ideal atmosphere for student learning. Continuous CCTV surveillance contributes to round-the-clock safety and security, enhancing the overall well-being of the campus community.

The institute's infrastructure encompasses well-ventilated, spacious, and well-furnished classrooms, tutorial rooms, drawing halls, seminar halls, a conference room, laboratories, a central library, a training and placement office, cabins for heads, faculty rooms, a sick room, common rooms for boys and girls, administrative offices, an exam cell, storage rooms, assessment rooms, workshops, an auditorium with modern facilities, a gym, a recreation centre, and provisions for differently-abled students. ICT-enabled facilities, including projectors, a sufficient number of computers/laptops/printers, and campus-wide Wi-Fi with internet access, contribute to a technologically advanced learning environment.

SSJCET organizes value-added programs, hands-on training, workshops, etc., utilizing the available physical infrastructure optimally for co-curricular and extra-curricular activities, training & placement sessions, campus recruitments, meetings, seminars, conferences, etc.

The institution's commitment to physical fitness is evident through its well-equipped fitness gymnasium and recreation center, encouraging students to prioritize their health and well-being.

The central library, boasting Wi-Fi connectivity, is complemented by departmental libraries focusing on diverse subjects. Institutional memberships with the National Digital Library (NDL) and e-Shodhsindhu provide access to extensive digital academic resources. Managed by user-friendly SLIM21 software, the library ensures efficient resource access and regularly updates its collection of national and international journals, newspapers, and periodicals.

SSJCET emphasizes sports activities, appointing a dedicated physical instructor to organize events related to sports and games. The institute's playground facilitates volleyball, cricket, badminton, and indoor games like table tennis, chess, and carrom. An annual sports competition in January allows students to showcase their sporting skills and fosters team spirit.

Cultural events, including the Annual Social Gathering named 'Nakshatra' provide students with a platform to showcase their talents. The institute's auditorium, equipped with modern facilities and a seating capacity of over 500, hosts various cultural programs.

SSJCET celebrates a myriad of events and festivals throughout the year, fostering a sense of community.

These include International Yoga Day, Flag Hoisting on Independence Day, Republic and Maharashtra Day, Teachers Day, Engineers Day, Marathi Bhasha Day, Shiv Jayanti, Women's Day, Navratri festival, Orientation & Fresher's program for newly admitted students, and Farewell Function for final-year students.

4.1.2

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

Response: 7.74

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
59.5	6.7	4.2	64.9	50.5

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

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:

SSJCET features an expansive central library with Wi-Fi connectivity and specialized departmental libraries catering to diverse knowledge domains. The library hosts a vast collection of volumes and titles spanning various subjects, providing students and faculty with access to a comprehensive range of study materials. It subscribes to international and national journals in both print and online formats, offering e-books through platforms like DELNET and online courses via NPTEL.

The institute's library highlights include a spacious and well-furnished reading facility, a collection of 22,680 books and 4,102 titles, subscriptions to online journals like Springer Nature-1 subject collections/J-GATE Science & Technology journals in print, and NPTEL facilities. Additionally, it holds memberships in the National Digital Library of India (NDLI) and e-Shodh Sindhu, granting access to electronic resources from various educational institutions in India.

Operated by the user-friendly SLIM21 software in a client-server environment, the library enhances management processes and ensures efficient resource access. Equipped with computers suitable for e-learning, students and faculty can seamlessly access online resources and digital materials. The library stays updated with the latest knowledge through regular procurement of national and international journals, newspapers, and periodicals. To enhance security, strategically placed CCTV cameras monitor the library premises. Until the academic year 2022-23, SLIM 21 software with a barcode scanner supported all in-house operations. However, starting from the academic year 2023-24, the library has transitioned to e-Granthalaya 3.0 Library Management Software, a digital platform developed by the National Informatics Centre, Government of India.

File Description	Document
Upload 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:

SSJCET possesses a robust IT infrastructure that adheres to all essential requirements. The college is equipped with an ample number of PCs/laptops accessible to both students and staff members for academic and research purposes. The entire campus is covered by Wi-Fi connectivity, and to ensure safety and security, CCTV surveillance is meticulously implemented throughout the institute.

The institution actively promotes the use of open-source software in accordance with AICTE norms to meet the demands of an advanced curriculum. The available Internet bandwidth, provided by InTech Online Pvt Ltd., Thane, is 300mbps. Backup facility with generator is in place, and to safeguard user security and privacy, hardware firewalls are installed on all computing equipment to meet safety standards.

SSJCET has access to online NPTEL video materials and holds NDL membership, providing access to e-journals and eBooks through the library. Faculty members utilize PowerPoint presentations for effective instructional delivery, and the institute has incorporated Plagiarism

Checker X software to ensure academic integrity. ERP software is employed for the seamless functioning of administrative tasks.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 3.54

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

Response: 261

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	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: 71.94

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
361	150	420	495	302

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

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: 71.8

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
708	823	700	675	788

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](#)

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

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: 55.69

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
757	556	79	946	527

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: B. 3 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: 9.46

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
25	52	24	15	31

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
240	336	333	312	333

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

5.2.2

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

Response: 1.92

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
12	8	1	1	5

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

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: 4

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

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

File Description**Document**

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**5.3.2**

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

Response: 2

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	0	2	4

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:

SSJCET annually hosts a reunion gathering for its alumni community, serving as a platform to keep them updated on the institutes progress. Each department maintains strong ties with its alumni, who actively mentor students in diverse areas such as Training and Placement preparation, competitive exams, job prospects in various sectors, and entrepreneurship.

Moreover, they take a pivotal role in organizing seminars, workshops, guest lectures, and online webinars, providing insights into the current industry landscape. The alumni oversee a wide array of student activities, including expert lectures, practical training sessions, personality development initiatives, internships, pre-placement discussions, and motivational speeches.

Over time, they have been pivotal in conducting interactive sessions aimed at inspiring students regarding social responsibilities and career paths. Additionally, alumni contribute significantly by utilizing their industry connections to facilitate placement opportunities for the institution.

SSJCET has established MoUs with industries, with the support of our alumni. Some alumni have founded startups across different sectors, sharing their success stories and challenges to enlighten and inspire students. Alumni play an active role in various committees such as the Students' Council, Training & Placement committee, Institute Advisory Committee, Departmental Advisory Committee, and IQAC.

Their presence in college meetings provides an invaluable opportunity for interaction with faculty, allowing them to offer suggestions on aspects like curriculum revision, placement strategies, and admission enhancement. Alumni also contribute by delivering guest lectures to current students on contemporary technological advancements and career guidance.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision: Grounded by value centred education, research guidance and services to become a leading centre for professional courses; recognized nationally and internationally for its excellence.

Mission: · To educate and nurture students, to create knowledge and to provide service to our industry and society. · Committed to excellence and strive to develop future leaders of our nation and world and to provide opportunities to reach excellence and enable the students to develop their inner potential.

Quality policy: To provide excellent quality education, continuous improvement in educational processes & strive to raise satisfaction level of stake holders.

Our strategic plans encompass various perspectives, including improving admissions, pursuing NBA Accreditation for eligible programs, introducing new industry-aligned Engineering courses, enhancing students & employability skills for better placement, bolstering industry-institute interaction, and fostering student participation in co-curricular activities.

Additionally, we focus on advancing staff careers, upgrading faculty skills, increasing paper publications in esteemed journals and conferences, establishing Centre of Excellence, nurturing a research culture among staff and students, encouraging alumni interaction, and promoting contributions to society and the environment.

Our institution operates through a participatory, decentralized management structure, facilitating flexibility and accountability in delivering value-based education. Diverse committees, such as the Governing Council, College Development Committee, Internal Quality Assurance Cell, Examination Cell, Training and Placement Cell, Grievance Redressal Committee, Anti-ragging Committee, and Women Development Cell, etc. oversee quality improvements across various college facets.

Decision-making involves multiple stakeholders, including college management, principals, administrators, academics, industry professionals, and faculty members. Their active involvement in Governing Body and College Development Committee meetings underscores our collaborative approach to policymaking and planning.

Under the purview of the National Education Policy (NEP), our institute already celebrates diverse arts, literature, traditions, linguistic expressions, and national events. These celebrations, including Women's Day, Yoga Day, Ganpati festival, Navratri, Shiv Jayanti, Republic Day, Independence Day, Maharashtra Day, Labour Day, Teacher's Day, Engineers Day, and National Youth Day, etc. instil values of social harmony, national integration, and responsible citizenship among students.

Moreover, SSJCET, affiliated with University of Mumbai, is actively implementing the Academic Bank of Credits (ABC) in alignment with UoM guidelines from the academic year 2022-23. Our students have registered on the ABC portal, and the necessary information has been updated with the University of

Mumbai.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institution upholds decentralization in both academic and administrative realms, initiating committees at the onset of each academic year to delineate responsibilities and ensure efficient execution. Assigned conveners or coordinators oversee their effective operation. This decentralized approach permeates various functional bodies—such as the Governing Council (GC), College Development Committee (CDC), Internal Quality

Assurance Committee (IQAC), Training & Placement Cell, National Service Scheme (NSS), Anti-Ragging Committee, and Women Development Cell (WDC)—established to facilitate the Institute's smooth operation. These committees comprise members from diverse departments, enabling decentralized authority and operational autonomy.

Department heads routinely convene meetings, finalizing departmental requisites conveyed to the Institution Head during CDC meetings, subsequently endorsed by the Management. Policies governing leaves, the library, laboratories, examinations, plagiarism, and more are formulated and implemented to streamline operations effectively.

A participative management approach characterizes all college activities, fostering inclusive decision-making through extensive discussions within the Governing Council and the CDC. Staff members are kept informed through departmental meetings, with the principal addressing and resolving matters with the Management, valuing inputs from the Student Council.

In the organizational structure, the principal obtains guidance, direction, and approvals from the college management seeking consensus in the GC for various academic and administrative functions. Entrusted as the overall authority, the Principal oversees the institute's smooth functioning, delegating responsibilities to department heads, fostering innovative methodologies for overall enhancement. These directives cascade down to staff through departmental meetings.

Each faculty member doubles as a mentor, guiding a group of students, addressing their concerns, maintaining discipline, and actively engaging in student associations, council activities, and academic events, enriching the colleges academic milieu.

Under the Principal's oversight, the IQAC and CDC work to fortify academic quality, advising on necessary quality enhancements. The institution maintains robust welfare measures for both teaching and

non-teaching staff, conducting annual performance assessments encompassing teaching, extracurricular activities, research, and professional contributions.

A grievance redressal committee addresses staff and student grievances, assigning mentors to students for academic and non-academic concerns. A comprehensive strategic plan spanning 2018-25 outlines targets across academic, research, industry collaboration, infrastructure, placement, community engagement, alumni engagement, etc. drawn through extensive consultations and involving various stakeholders for ambitious yet attainable goals.

Compliance with University of Mumbai, Government of Maharashtra, and Institute Governing Body regulations underpin the institution's adherence to service rules, regulations, code of conduct, and policies, fostering a structured operational framework.

File Description	Document
Upload Additional information	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
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:

Each employee undergoes an annual performance evaluation upon completing each academic year. A comprehensive self-appraisal form covers a spectrum of categories, including teaching, engagement in lectures, tutorials, and practical sessions, knowledge preparation and delivery, innovative methodologies used, examination duties, etc. It also encompasses a wide range of areas, such as student-related co-curricular and field-based activities, research and academic contributions, publication of research papers, participation in value addition courses, seminars, workshops, and responsibilities undertaken in co-curricular, extracurricular, extension, and professional development realms.

The institution assigns faculty members additional duties beyond academics, reflected in the self-appraisal form distributed annually to all staff members. Each faculty member completes this form, which is subsequently reviewed and verified by the respective Department Heads, the IQAC coordinator, and the principal.

A dedicated focus on professional development characterizes the institution's support for both teaching and non-teaching staff. The college conducts collective programs aimed at enhancing staff expertise. Faculty members receive encouragement and motivation for research pursuits, including paper publications and participation in national and international seminars, conferences, etc. Financial assistance and leave provisions facilitate their

attendance at such events, with a fee reimbursement scheme in place for various training and professional memberships.

Moreover, the institute actively supports faculty members in pursuing higher degrees from reputable universities, allowing leave during Ph.D. coursework and accommodating convenient work schedules. Encouragement extends to enrolling or accessing training programs and workshops at other affiliated colleges.

The institution extends training programs tailored for non-teaching staff to bolster their technical skills, work motivation, and personal development. Comprehensive employee benefits, including Employee Provident Fund, Medical Insurance, maternity leave, standard leave allowances, and canteen facilities, augment the staff's welfare. Health and recreational initiatives, such as Women's Day celebrations, talks by healthcare professionals, soft skill training, yoga, meditation sessions, indoor and outdoor game facilities, contribute to the overall physical and mental well-being of the staff.

File Description	Document
Upload 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:** 5.45**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
6	0	1	4	10

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document

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: 39.1

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
15	13	56	53	62

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
34	23	23	21	23

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

SSJCET operates as a self-finance private institution. Ahead of each academic year, the principal presents a budget allocation proposal to the management, taking into account recommendations from department heads. This budget proposal undergoes meticulous examination and approval by the College Development Cell (CDC) and the Governing Council (GC) annually.

The institution sustains itself primarily through self-generated funds, primarily derived from tuition fees. It maintains a robust mechanism to oversee the efficient utilization of available financial resources, conducting both internal and external financial audits regularly.

The financial monitoring mechanism includes several components:

- Internal audits, overseen by the Registrar and his team, and external audits conducted by appointed Saarvam Associates, Pune as designated by the Trust, ensuring scrutiny of the Institute's financial statements, encompassing the Balance Sheet and Income & Expenditure Account.
- Ensuring transactional transparency through proper documentation of bills and vouchers.
- Centralizing monetary transactions exclusively through the Cashier, with major payments and receipts processed via bank transactions.
- Efficient utilization through centralized purchasing methods and periodic reviews at the departmental level.

In instances of fund shortages, the management steps in to provide necessary financial support, particularly for activities like infrastructure expansion and building renovations. Financial planning, involving meticulous budgeting with input from Academic Department Heads and Administrative Sections, is executed well in advance at the onset of each academic year.

Beyond tuition fees, the institution mobilizes resources through various avenues, including interest on Corpus, Consultancy Charges, Research Grants, University Sponsorship Funds for NSS Activities, and Sale of Application Forms.

The Internal Auditor maintains regular communication with the accounts department, ensuring continuous monitoring for any daily cash transactions. The majority of transactions are executed through non-cash modes, leveraging the capabilities of Tally ERP 9 Software.

The salary of each employee is directly credited into their bank accounts (Satara Bank , Dombivili)

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 formation of the Internal Quality Assurance Cell (IQAC) in 2017 played a crucial role in shaping the academic and administrative landscape of the institution. The core objective of the IQAC lies in upholding quality benchmarks across various facets of the institution's operations, primarily focusing on refining the teaching- learning process, assessment methodologies, and other associated endeavours.. The IQAC has implemented several initiatives that have led to substantial advancements in maintaining and elevating quality standards. These initiatives encompass a comprehensive spectrum:

- Academic Monitoring and Internal Audit

Regular audits serve as a cornerstone in ensuring the effective implementation of academic policies. Faculty members diligently compile course files, incorporating vital elements such as teaching plans aligned with specified outcomes and academic calendars. The Departmental academic coordinator, Head, and Principal meticulously verify these documents. Additionally, the internal Audit committee conducts thorough assessments encompassing syllabi, teaching materials, engagement records, assessment tools, and various other facets of academic proceedings. The IQAC plays a pivotal role in preparing reports like AQAR and SSR, vital for accreditation and institutional compliance.

- Teaching-Learning Process Enhancement

The IQAC actively fosters an environment conducive to effective teaching and learning practices. This includes adhering to a structured Academic Calendar, managing course loads and timetables, facilitating mentor-mentee relationships, ensuring comprehensive syllabus coverage, organizing diverse educational activities like seminars, value addition programs, training, along with conducting regular internal assessments. Departmental advisory meetings aid in identifying gaps and devising strategies for overall academic enhancement.

- Mentor-Mentee Relationship Establishment

The IQAC prioritizes the establishment of robust mentor-mentee relationships. This mechanism enables personalized support for students, addressing academic, personal, and stress-related concerns. Moreover, it facilitates the identification and support of both slow and advanced learners, encouragement towards participation in extracurricular activities which enables leadership skills and teamwork among students.

- Centralized Internal Assessment

Adhering to prescribed guidelines, the institution conducts two Internal Assessments in every semester. Faculty members prepare question papers, maintaining confidentiality and integrity under the supervision of the IQAC, ensuring a parallel structure to University examinations.

- Document Preparation and Feedback Mechanisms

The IQAC assumes a pivotal role in generating essential reports for accreditation purposes and engages in soliciting feedback from diverse stakeholders, including students, parents, alumni, employers, and exits, thereby bolstering continuous improvement initiatives.

- Training & Placement Initiatives

The institution collaborates with industries to offer specialized training, workshops, and guest lectures, fostering industry-academia partnerships. The IQAC spearheads efforts to establish collaborations and motivates staff participation in programs to enhance their competency.

- Integration of ICT in Teaching-Learning

Recognizing the transformative potential of ICT, the IQAC advocates for an enriched infrastructure that facilitates effective communication among stakeholders. The provision of resources, including smart classrooms equipped with interactive tools like smart boards, reinforces the adoption of ICT in educational delivery, promoting interactive and demonstrative learning experiences. Through these multifaceted initiatives, the IQAC remains committed to provide an environment conducive to holistic academic development and sustained administrative excellence.

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: D. Any 1 of the above

File Description	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:

To cultivate an environment of gender equality among both students and staff, the institution ensures fair opportunities for academic and non-academic engagement, free from gender-based discrimination. The college follows AICTE norms, DTE Mumbai guidelines, Government of

Maharashtra regulations, and University of Mumbai criteria for admissions and staff appointments, without any distinction between men and women.

Currently, the student body consists of an average of 77% boys and 23% girls, while the faculty comprises 55% male and 45% female members. As a co-educational institution, the college consistently strives to maintain a safe and secure environment for all students and staff. Several measures are in place to uphold this commitment:

1. Safety and Security Measures:

- Entry to the campus is restricted to individuals with valid college IDs, and others are registered at the main gate.
- Security personnel, including female staff, are stationed at the gates.
- Strict enforcement of Anti-Ragging measures to keep the campus ragging-free.

2. Surveillance:

- Strategically placed CCTV cameras monitor various locations across the campus.

3. Support and Committees:

- Internal Complaint Committee (ICC), Women Development Cell (WDC), and National Service Scheme (NSS) Cell are established to address gender-related issues and conduct awareness programs.
- Social security is ensured through the Anti-Ragging Committee and Grievance Redressal Committee.
- Women helpline and anti-ragging squad contact details are displayed on Notice Boards and the college website.
- NSS organizes awareness campaigns on women's safety and gender sensitivity through street plays and rallies.

4. Facilities:

- Separate common rooms are provided for girls and boys.
- Separate washrooms are available for both genders.
- Indoor and outdoor sports activities are accessible for girls.

5. Celebrations and Support:

- Annual celebrations on International Women's Day are organized.
- Female staff members mentor girl students in need of assistance.

6. Benefits and Training:

- College is giving awareness and promoting to avail free one month pass from railway for girl students.
- Self-defense training sessions are arranged for all girl students.

7. Inclusivity:

- Girls are actively encouraged to participate in curricular, co-curricular, and extra-curricular activities.

8. Supervision and Accompaniment:

- Female staff accompany girl students on industrial visits and outdoor activities to ensure safety and support.

Additionally, the institution implements the Equity in the Classroom program, aiming to facilitate equal participation for both girls and boys in all aspects of the classroom. There is no discrimination against girls in participating in curricular, co-curricular, and extra-curricular activities.

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

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
Green audit/environmental audit report from recognized bodies	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:

Our college is actively engaged in numerous efforts and initiatives to create an inclusive environment, fostering tolerance and harmony across cultural, regional, linguistic, communal, socioeconomic, and other diversities. The institution firmly upholds the equality of all cultures and traditions, evident in the absence of discrimination against students based on caste, religion, or region.

To uphold these values, the college has instituted a comprehensive code of conduct that delineates expected behaviour for both students and employees. This code underscores the significance of respect, tolerance, and inclusivity toward individuals from diverse backgrounds, and the institution takes stringent measures against any form of discrimination or harassment within the campus.

SSJCET boasts an active NSS unit dedicated to organizing various activities that sensitize students to their constitutional obligations, values, rights, duties, and responsibilities as citizens. The NSS unit strategically plans and executes events, including awareness campaigns and rallies on social concerns, aligning with their obligations and responsibilities to the country.

Celebration of National and International Days, Events, and Festivals is a key strategy employed by the institution to promote tolerance and harmony among students, staff, and other stakeholders. This commitment to equality in cultures and traditions is reflected in joint celebrations of cultural and regional festivals, such as teacher's day, Engineers Day, orientation/induction programs, freshers' and farewell programs, oath/pledge ceremonies,

tree plantation drives, Women's Day, Yoga Day, as well as festivities like Ganesh festival, Navratri celebrations, Shiv Jayanti, Independence Day, Republic Day, Maharashtra Day, and Labor Day.

The institution extends its impact beyond the campus through various activities for society, including rallies advocating 'Say No to Plastic' and distributing paper bags, annual participation in the Swachh Bharat Abhiyan, visits to old age homes and orphanages, tree plantation and blood donation drives, awareness programs in adopted villages on various saving schemes under the Post Office, village surveys, and Labharti Portal initiatives in adopted villages (2022), street plays addressing 'Healthy Eating Habits' (2022), rallies promoting 'Green India, Clean India' (2022), cleaning drives at Mauli Fort and Ganesh Mandir (2022), 'Har Ghar Tiranga' rallies (2022), participation in the formation of GramSabha in adopted villages (2022), Bandhara activity in collaboration with M/S JSW at Chandrutti village (adopted under UBA) in 2022, cleanliness drives, blood donation camps, and tree plantation activities in adopted villages under NSS and UBA.

Additionally, the college has been involved in several impactful initiatives, such as a Covid Vaccination drive in 2020, a Voter's awareness rally in 2019, street plays on Voter's rights in 2019, a seminar on Constitution Day in 2019, a drive on Anti-Tobacco promotion in 2019, a rally on the Pulwama attack in 2019, a seminar on Gandhian Thoughts at ZP School, Dholkamb in 2019, a Solar Lamp drive in 2019, and flood relief donation camps in 2018 and 2019. Furthermore, the institution has shown its commitment to digital literacy and online safety with a program specifically designed for girls in 2018.

File Description	Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice I

Empowering Minds: "A Journey Through Holistic Education"

Objective of the Practice:

Nurturing students holistically goes beyond academic preparation; it aims to equip them with the skills necessary for navigating life's complexities. This comprehensive approach involves self-awareness, fostering healthy relationships, embracing social responsibilities, and embracing humanitarian values.

The objectives are;

- To enable students to learn and face the challenges of living
- To inculcate social responsibilities and humanitarian values.

The Context :

In the context of education, holistic development focuses on nurturing a student's physical, intellectual, cognitive, emotional, and social facets. SSJCET places great emphasis on fostering a positive college environment that caters to both academic and non-academic requirements. The ultimate goal is to equip students to not only face life but also succeed over its diverse challenges

Practice :

SSJCET implements a comprehensive approach to student development by providing diverse platforms that encourage active involvement in numerous committees and associations. These opportunities facilitate effective collaboration among students from diverse backgrounds. The Student Associations and Students Council organize a broad range of co-curricular and extracurricular programs, creating an environment where students express their perspectives and contribute to administrative aspects. These platforms serve as expansive arenas for students to hone their skills, refining their administrative, co-curricular, and extracurricular proficiencies. Participation in these programs exposes students to challenges, motivating them to devise effective solutions.

The institute offers opportunities for students to join various institute-level committees, such as the Student Council, departmental student associations, College Development Cell, Training and Placement Committee, Sports and Cultural Committee, Internal Quality Assurance Cell, Women Development Cell, Anti-Ragging Committee, Students Grievance Committee, Women's Redressal Committee, SC/ST/OBC/Minority Committee, National Service Scheme (NSS) Unit, Unnat Bharat Abhiyan (UBA) Committee, Electoral Literacy Club (ELC) and others. SSJCET encourages students to organize diverse activities, fostering time management, systematic work approaches, and boosting self-confidence. These platforms empower students to actively contribute to shaping the college environment.

Celebration of National and International Days, Events, and Festivals is a key strategy employed by the institution to promote tolerance and harmony among students, staff, and other stakeholders. This commitment to equality in cultures and traditions is reflected in joint celebrations of cultural and regional festivals, such as teacher's day, Engineers Day, orientation/induction programs, freshers' and farewell programs, oath/pledge ceremonies, tree plantation drives, Women's Day, Yoga Day, as well as festivities like Ganesh festival, Navratri celebrations, Shiv Jayanti, Independence Day, Republic Day, Maharashtra Day, and Labor Day.

Evidence of Success:

SSJCET excels in holistic student development through proactive management of co-curricular activities. Departmental Student Associations collaborate with faculty for expert lectures, seminars, and workshops. Annual events like Sports, Nakshatra, and Techblizz enhance student growth. Enrichment courses, seminars, and training programs focus on soft skills, elevating standards and employability. The NSS unit engages in social initiatives, and under the Unnat Bharat Abhiyan, SSJCET actively contributes to rural development.

The institution extends its impact beyond the campus through various activities for society, including

- Organized rallies advocating the 'Say No to Plastic' initiative, distributing paper bags to the public.
- Actively participated annually in the Swachh Bharat Abhiyan, contributing to cleanliness drives.
- Engaged in visits to old age homes and orphanages, organizing tree plantation and blood donation drives.
- Conducted village surveys, interacted with villagers, and raised awareness about saving schemes by the Post Office and Labharthi Portal.
- Collaborated with an NGO for an awareness program on neurological problems among senior citizens.
- Orchestrated street plays addressing 'Healthy Eating Habits.'
- Conducted rallies promoting 'Green India-Clean India', 'Har Ghar Tiranga', 'Fit India' Campaign, etc.
- Organized voter's awareness rallies, street plays on voters' rights
- Conducted rallies against tobacco use
- Actively participated in the formation of GramSabha in adopted villages.
- Collaborated with M/S JSW for a Bandhara activity at Chandroti village under UBA.
- Conducted cleanliness drives, blood donation camps, and tree plantation activities in adopted villages under NSS and UBA.
- Organized cleanliness drives at crowded places like Mauli Fort and Ganesh Mandir, Titwala.
- Arranged flood relief donation camps for the Kerala flood in 2018 and for Sangli, Kolhapur floods, Maharashtra, in 2019.
- During the Covid-19 pandemic, distributed food, medicine, masks, sanitizers, organized online quizzes to spread awareness, and conducted a Covid Vaccination drive in 2020.

Problems Encountered and Resources Required:

Challenges include

- The absence of academic credits or grace marks for non-NSS volunteers involved in holistic development activities.
- Balancing rigorous academic schedules with co-curricular engagements poses difficulty,
- Students' reluctance due to academic pressures in professional courses

Best Practice II

Green initiatives in the campus

A green campus at SSJCET integrates environmentally friendly practices and education to instill

sustainable and eco-friendly behaviors among students.

The objectives are

- Creating awareness for environmental protection,
- Making the campus eco-friendly,
- Sensitizing students to responsible living through tree planting and energy conservation.

Context :

Faculty members encourage eco-friendly practices, such as tree planting, plastic reduction, and energy saving and conservation like minimizing air conditioner and vehicle use, and turning off lights and fans when not needed

Practice :

Awareness programs cover tree plantation, waste management, and renewable energy utilization. Tree planting events occur during the monsoon and on Environmental Day. The NSS team extends these initiatives to adopted villages, conducting tree plantation and awareness sessions. Solar panels on the institute's terrace generate 234,000 units of electricity sent to MSEB, and LED bulbs and BLDC fans enhance energy efficiency. The institute practices waste management, rainwater harvesting, and maintains cleanliness with strategically placed dustbins. NSS engages in cleaning campaigns, plantation drives, and paper bag distribution, contributing to Swachh Bharat Abhiyan.

Success :

- 180 Solar panels installed on the terrace with On Grid supply, generates 234000 units of electricity which is being sent to MSEB (Maharashtra State Electricity Board).
- Use of energy efficient LED bulbs and BLDC fans
- Annual tree plantation drives inside the campus.
- Annual tree plantation drives and awareness about the significance of tree plantation beyond the campus by SSJCET NSS team.
- Systematic way of waste disposal system in the campus
- Rainwater harvesting in the campus

Problems Encountered and Resources Required:

- The need for more financial resources
- Periodic cleaning of solar panels
- The expense of BLDC fans compared to induction motor fans.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Situated in the Asangaon village within the Shahpur Taluka of Thane district, our institution is nestled in a rural area, surrounded by numerous villages primarily inhabited by members of scheduled tribes. SSJCET serves as a sanctuary for students facing socio-economic challenges and for the rural population seeking exposure and social recognition.

By providing KG to PG education on our campus and ensuring access to high-quality teaching, our management creates opportunities for students to realize their educational aspirations and unlock their potential for a brighter future. Committed to uplifting rural communities through education, our institute offers a diverse range of academic programs, including both undergraduate and postgraduate engineering programs, along with a

postgraduate management program. Recognizing that a rigid curriculum alone may not be sufficient to empower students, SSJCET provides various complementary platforms such as recent technology workshops, job-oriented courses, skill development programs, soft skill workshops, industrial visits, field projects, and avenues for exploring career opportunities, contributing to the professional growth of the students.

Moreover, SSJCET has established partnerships with multiple organizations and industries, enabling students to benefit from campus-connect programs like Infosys-Springboard programs, DTE-NASSCOM Future Skills Prime programs, Coursera, and QSPIDER's placement-oriented free incubation program. Our students also access internships through platforms like AICTE National Internship Portal and Intern Shala. Collaborations with various organizations/industries through Memorandums of Understanding (MoUs) offer hands-on training, workshops, guest lectures, industrial visits, etc.

Encouraging students to engage in SWAYAM-NPTEL courses, IIRS-ISRO outreach programs, and facilitating financial assistance, including scholarships other than Government like JSW, India Bulls, and others, remains a priority.

Beyond academics, SSJCET actively encourages student involvement in extension programs and community-centric initiatives like NSS and UBA. The institution's social outreach activities extend to adopting nearby villages under NSS and UBA, primarily populated by scheduled tribe communities. Activities conducted in these areas, such as environmental clean-ups, awareness programs covering women's health, child education, and financial stability for women, rallies addressing social issues, visits to care facilities for the elderly and orphanages, distribution of essentials to the needy, promotion of mental and physical well-being through yoga and cleanliness drives, blood donation camps, and tree plantation initiatives, receive significant appreciation from the local populace. It is worth noting that our faculty and students offered their assistance to the people in regions affected by floods in Kerala and Maharashtra.

During the COVID-19 pandemic lockdown, our institution opened its doors and provided free shelter, food, and medical treatment to those in need. Converting classrooms into hospital wards and isolating and quarantining COVID patients, our institution actively contributed to the fight against the pandemic. This not only helped in saving lives but also showcased our commitment to humanity and dedication to serving the community. The

management and staff extended support during the challenging time, offering flexible fee payment options, fee concessions, etc., to alleviate financial burdens and ensure that students could continue their education during difficult times. Our NSS unit also conducted various awareness programs and distributed essential items like masks, sanitizers, medicines, and food during the pandemic. Our staff and students actively contributed to addressing the needs of the community and spreading awareness about COVID-19 protocols.

The institution is dedicated to shaping students into responsible citizens who actively contribute to the socioeconomic development and welfare of society.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

SSJCET, in the academic year 2021-22, introduced a new Engineering Program in 'Automatics and Robotics' and Honors/Minor Degree programs in the academic year 2022- 23. Faculty appointments adhere to a transparent standard procedure, fostering an excellent work culture for all staff.

The college has forged numerous Memoranda of Understanding (MoUs) with esteemed organizations, aiming to enhance student development and update faculty knowledge for market readiness. Students are actively encouraged to participate in competitions like Project competitions, SAE-BAJA, paper presentations/publications, and conferences, as well as engage in extracurricular activities.

SSJCET supports staff in attending workshops, Faculty Development Programs (FDPs), and provides fee reimbursement per policy. Initiatives such as the IITB Spoken Tutorial Training program for students and faculty, and serving as the local chapter of SWAYAM-NPTEL, and nodal centre for ISRO-IIRS highlight the college's commitment to technological advancements.

Alumni, having cleared competitive exams like UPSC, MPSC, GATE, CAT, ILETS, GRE, TOEFL, secure placements in government departments like PWD, Indian Railways etc. and private entities, including Godrej, L&T, TCS, Wipro, Info Sys, Accenture, Cognizant, Reliance, Mahindra Logistics, and more. They actively engage with current students, organizing events for motivation, career guidance, and exposure to technological advancements.

SSJCET actively incorporates new technological developments into the curriculum, creating responsible technocrats. The campus offers Wi-Fi, an excellent library, and a ragging-free environment. The college encourages community development through NSS, fostering all- round personality development through sports and extracurricular activities.

The institution excels in holistic student development through proactive management of co-curricular and extra-curricular activities. The active NSS unit organizes activities to sensitize students to their constitutional obligations, values, rights, duties, and responsibilities.

Additionally, SSJCET contributes to rural development through Unnat Bharat Abhiyan (UBA) and NSS activities.

Concluding Remarks :

Established in 2007, Shivajirao S Jondhle College of Engineering & Technology (SSJCET), under the Vighnahrata Trust, is a self-funded engineering institution in rural Maharashtra. Affiliated with the University of Mumbai, approved by AICTE, and recognized by DTE, Mumbai and the Government of Maharashtra, SSJCET prioritizes a transparent admission process through the Centralized Admission Process conducted by the Government of Maharashtra.

Located in Asangaon, Thane District, within the Shivajirao S Jondhle Knowledge City, the college provides a serene learning environment surrounded by lush greenery. SSJCET emphasizes a robust teaching and learning process, blending advanced infrastructure with dedicated faculty.

Committed to quality engineering education and holistic student development, the college offers undergraduate programs in Automation & Robotics, Civil Engineering, Computer Engineering, Electronics & Telecommunication Engineering, and Mechanical Engineering. Postgraduate programs include Civil Engineering (specializing in Construction Engineering & Management) and Mechanical Engineering (specializing in Energy Systems & Management), along with a Master of Management Studies.

Governed by management of the college, GC, CDC, IQAC, and various institute-level committees, SSJCET undergoes continuous improvement to enhance existing infrastructure, academics and administration. The IQAC closely monitors academic and administrative matters, implementing best practices for quality sustenance and enhancement.

With unified efforts from Management, Principal, Head of Departments, Faculty members, and staff, SSJCET maintains a unique commitment to holistic development and meeting societal demands. At SSJCET, aspiring students, supportive parents, dedicated faculty, and visionary management collaboratively make a positive impact in the field of education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : Answer After DVV Verification :9 Remark : DVV has made the changes as per shared by report and excluding the duplicates .</p>																				
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 516 Answer after DVV Verification: 514 Remark : DVV has made the changes as per shared report by HEI .</p>																				
3.2.2	<p>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</p> <p>3.2.2.1. Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>11</td> <td>13</td> <td>15</td> <td>17</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>6</td> <td>8</td> <td>5</td> <td>9</td> </tr> </tbody> </table> <p>Remark : DVV has made the according to the document .</p>	2022-23	2021-22	2020-21	2019-20	2018-19	18	11	13	15	17	2022-23	2021-22	2020-21	2019-20	2018-19	11	6	8	5	9
2022-23	2021-22	2020-21	2019-20	2018-19																	
18	11	13	15	17																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
11	6	8	5	9																	
3.3.2	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	

2	2	1	5	8
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Answer After DVV Verification :

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

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

3.4.3 ***Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.***

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	8	6	12	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	8	6	12	12

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
757	556	79	946	808

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
757	556	79	946	527

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

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has selected the B. 3 of the above according to the supporting document .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
35	60	27	17	37

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
25	52	24	15	31

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
240	376	335	312	395

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
240	336	333	312	333

Remark : DVV has made the changes as per shared report according to the document .

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

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.)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	9	1	1	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	8	1	1	5

Remark : DVV has made the changes as per shared report not considered duplicates .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	5	0

Answer After DVV Verification :

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

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29	0	0	16	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	0	2	4

Remark : DVV has made he changes as per do not comsdred days and yoga days.

6.3.3 **Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29	13	56	53	62

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	13	56	53	62

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
34	23	23	21	23

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
34	23	23	21	23

Remark : DVV has made the changes as per shared report not considered 5 days .

6.5.2

Quality assurance initiatives of the institution include:

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : DVV has selected the D. Any 1 of the above according to the supporting document .

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 117 Answer after DVV Verification : 120

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
79	81	83	78	80

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
75	76	80	76	78