



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**SHRI SHARDA BHAVAN EDUCATION SOCIETY'S  
INSTITUTE OF TECHNOLOGY AND MANAGEMENT,  
NANDED**

VIP ROAD, NEAR KUSUM AUDITORIUM, NANDED

431602

<https://www.ssbessitm.org>

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

**Shri Sharda Bhavan Education Society's Institute of Technology and Management, Nanded** was established in the year **1997** affiliated to Swami Ramanand Teerth Marathwada University, Nanded, and ever since then it has been a leading institute in the field of Technology and Management catering the needs of professional education in the Marathwada region of Maharashtra State. In the course of its glorious journey of over 26 years, we are happy to see our students doing exceptionally well in reputed organization in the world which is the greatest award for this institute. The college is known for its high academic standards, and students bag university ranks on a continuous basis.

The college offers **03 UG** (BCA, BBA, B.Sc. (HS)) and **02 PG** (MCA & MBA) programmes in addition to **1 PG** programme (MBA) offered by the YCMOU Study Centre on the campus. In the academic year 2023-2024, the number of teaching faculty member are 27 which was 24 during the Current Year of assessment. Out of these 24 Teaching Faculty members, 11 have been awarded Ph.D.. This institute has been included under the section of 2 (f) and 12 (b) of UGC Act 1956.

The campus is adorned by lush greenery and has about 2.5 acres of land with state-of-the-art facilities for a constructive learning experience.

The infrastructural facilities include **3 ICT** enabled classrooms, **1** seminar hall, **4** well equipped computer laboratories, **2** digital libraries, etc. The college library has **9834** books as of now.

### Vision

**‘To see education as a powerful vehicle for personal and social change.’**

Education is more than just acquiring knowledge and skills; it is a powerful tool for personal and social change. Education has the ability to transform individuals by providing them with the necessary tools to succeed in life, such as critical thinking skills, problem-solving abilities, and a desire for lifelong learning.

At the same time, education can also create social change by promoting equality and breaking down barriers to opportunity. It can help to eradicate poverty, reduce inequalities, and promote social cohesion.

### Mission

**‘To ignite the un-awakened mind.’**

The idea of igniting the un-awakened mind refers to the process of inspiring and awakening the potential within individuals who may be unaware of their true capabilities. It involves encouraging them to explore their interests, pursue their passions, and push past their perceived limitations. By awakening their mind, individuals can unlock their creativity, broaden their perspectives, and achieve greater personal growth and fulfilment. Through education, self-reflection, and exposure to new ideas, we can ignite the un-awakened mind and help individuals reach their full potential.

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

### **Institutional Strength**

Started in 1997, SSBES' Institute of Technology and Management is one of the oldest institutions in this region which has made competent students work force in the field of Technology and Management.

The college has a well efficient and visionary management.

Beautiful campus and located in the industrial area.

The college offers career and job oriented new-generation courses like BCA, BBA, B.Sc. (Hospitality Studies), MCA, MBA etc.

Qualified staff actively involved in teaching-learning and evaluating the students.

The institution has a very vibrant and academically oriented faculty and quality students. The college has been bagging University Ranks on a continuous basis. The enrolment ratio is above 90%.

Well-equipped laboratories with computer, internet facility and Virtual Labs.

Well ventilated and spacious classrooms.

Computers with internet connectivity, Wi-Fi

Modern Teaching aids like LCD projectors, Smart boards, LCD TV, Laptops etc.

Licensed software and Computer Interfaced experiments for teaching and learning.

Library with large collection of books, periodicals, and separate reading rooms for students and the staff.

Strong extension activities through NSS and excellent performance in Sports and Cultural activities.

This institute now completely depend on solar power for the energy requirements.

### **Institutional Weakness**

Accommodation facility for students.

Since the college is an affiliated college, it lacks freedom in the design of the curriculum.

The college doesn't have a Multi-purpose Indoor Sports Complex.

The socio-economic backwardness of the students affects their learning.

The ICT capabilities of non-teaching staff are not the best.

### **Institutional Opportunity**

Autonomous college status can be obtained.

Entrepreneurial activities can be fostered through collaborations with Maharashtra Start Up Mission.

To introduce more job-oriented courses.

The college expects higher enrolment in NPTL/MOOC courses in the coming years.

To provide residential facilities for students.

To establish collaborations with nearby reputed industries and research organizations

To apply for Research Centre.

### **Institutional Challenge**

To achieve excellence in academics by involving masses from socially weaker sections.

Globalization and Privatization of Higher Education.

Career concerns, peer-pressure and parental pressure influence academic performance of the students.

Motivation for faculty for research by getting research grants from various funding agencies.

The college expects higher enrolment in MOOC/NPTL/SWAYAM courses in the coming years.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The college has provided comments based on the feedback analysis from many sources and the evaluation of

local, national, and global needs to the curriculum development by Swami Ramanand Teeth Marathwada University, the affiliated university.

The college offers co-education in Technology, Management and Hospitality Studies disciplines at the Undergraduate (Viz. BCA, BBA, B. Sc. (Hospitality Studies) and Postgraduate (MCA & MBA).

The college has developed a strategy and its own mechanism to offer the curriculum effectively while carefully following University CBCS regulations. The institution has become a top academic destination for both state students and professors as a result of its thoughtful and strategic decisions regarding curriculum enrichment and academic flexibility. The POs, PSOs, and COs for each scheme are specified in unambiguous terms.

The university has gradually implemented the Choice Based Credit System for its PG programmes starting in 2016 and the UG programmes starting in 2019 based on the recommendations of the UGC.

The institution makes sure that the curriculum is delivered through carefully thought-out academic processes and programmes. Through 23 add-on and certificate courses, the institution enriches the required curriculum in order to improve students' knowledge and abilities. The institute has applied and got the approval for local chapter of NPTEL/Swayam. NPTEL courses have been introduced to students and they are getting the benefit.

Opportunities for experiential learning in the form of field trips, industrial visits, project-based learning, etc. further strengthen and enrich the curriculum. These excursions are planned to provide students with hands-on experience with the subjects covered in the classroom.

Most of the curriculum include courses on gender sensitivity, professional ethics, human values, the environment and sustainability, and community outreach. For the students' overall growth, subject-specific value-added courses and value-added courses to improve students' soft skills, such as communication skills and personality development, are given.

At every stage of policy formulation and execution, all students are given equal chances, regardless of their gender, class, caste, or religious affiliation.

At the conclusion of each academic year, the institute uses a systematic feedback mechanism to get opinions on the curriculum from students, alumni, employers, and professors.

### **Teaching-learning and Evaluation**

'Teaching – Learning' is the focus of education, which is essential for the development of knowledge societies. The institute uses experiential learning and student-centred learning as the foundation of its academic programme. The academic method accommodates a wide spectrum of students. The academic planner is posted to the website, and the syllabus is unitized. Although the lecture technique is the most common teaching style, ICT is used throughout the teaching-learning process.

This institute meets the broad learning needs of its students, which includes students from different ethnic and geographic backgrounds, as well as from socially and economically disadvantaged groups, in order to help them achieve academic achievement with inherent employability.

The institute has a mentor-mentee programme in place to support students in achieving their academic

objectives and resolving their academic and non-academic problems.

The institute arranges skill development programmes, career counselling, remedial coaching, bridging courses, and student support programmes. Field trips, internships, industrial visits, activities, exhibitions, discussions, debates, presentations, role plays and street plays, subject-specific quizzes, case studies, seminar presentations, ICT-enabled teaching and e-resources, peer learning, and flipped classes are all examples of student-centred, experiential, and participatory learning.

All teachers have received training in the creation of electronic content, the use of ICT tools for teaching and learning, and the successful online delivery of curriculum via Zoom, YouTube, blogs, etc.

Internal evaluation is conducted in an open and impartial manner. The summative and formative tests used to evaluate student performance strictly follow university standards. Exam-related complaints are resolved by notifying the university and initiating corrective action.

At both the UG and PG levels of university examinations, students have been earning ranks and gold medals. Many students in the Science and Commerce programmes achieve honours in specific subjects.

POs and COs are communicated to students by teachers and posted on the college website. The college assesses the achievement of learning outcomes using both direct and indirect techniques, and it then takes the required actions to raise the bar for student success. Over the past five years, students have passed exams on average with an 81.12% success rate.

### **Research, Innovations and Extension**

The college strongly promote research among teaching faculty members and students. **02** teaching faculty members have been supervising the researchers and recently **02** more faculty members have been granted Research Supervisorship by Swami Ramanand Teerth Marathwada University, Nanded.

Faculty members have published **39** research papers in journals of national and international repute with an impact factor, **95 FDP** completed(online/offline) and authored **03** books with ISBN numbers.

The college has recently been established Incubation centre for the students for idealising entrepreneurship to convert into their own startups.

The college hosts webinars, seminars, and workshops at the international, national, state, and collegiate levels.

Regularly conducted special seminars on research methodology, intellectual property rights (IPR), and entrepreneurship development are held.

Through NSS, Swachh Bharat, AIDS awareness, gender issues, etc. and/or in partnership with industry, community, and NGOs in the local community, the institution conducted **40** extension and outreach Programmes benefiting most of students, raising students' awareness of social issues for their overall development.

One award is received for consistently organizing blood donation camps as an extension activity of the institute from Dr. Shankarrao Chavan Medical College and Hospital, Nanded.

The college has **20 MoUs** with reputed organizations.

### **Infrastructure and Learning Resources**

The institute has the tools necessary to make teaching and learning easier. The campus has a total size of 2.5 acres. 17 classrooms of which 3 classrooms have LCD projectors — 4 computer labs with one Smart board and LCD Projectors, 1 Seminar Hall etc. are all present. The campus has Wi-Fi, and smart boards to provide technology-enhanced teaching and learning. Software and computer setup are frequently updated.

The institute has suitable facilities for participating in sports, games, and cultural events on sharing basis.

Safety and security of human resources and infrastructure are ensured through 24/7 CCTV surveillance and security guards available on the campus round the clock. Due to the safety and security measures undertaken by the institute, till-date, there has been no record of any ragging or sexual harassment case.

Fire extinguishers are placed in all prominent areas and refilled on a regular basis to meet any unforeseen contingencies.

A maintenance policy is in place to regulate the maintenance of infrastructure. The policy outlines the procedure and the role of the members to address complaints of any nature.

The budgets for infrastructure, Knowledge Research Centre, and other learning resources are earmarked annually based on the recommendations of respective committees and overall acceptance of the management. The policy ensures the effective maintenance of infrastructure by the in-house staff and other agencies.

### **Student Support and Progression**

The institute is dedicated to providing high-quality education to all social groups, but notably to students who are academically underprepared. Students who are financially needy and deserving are given financial aid by the college in the form of instalment plans.

During the assessment period, **1569** (Sum of Rs. **3,88,10439/-**) have been benefitted from the scholarships and free ships provided by the Government.

The college has undertaken **21** capacity building and skill enhancement initiatives which benefitted **10%** of students. **311** students have benefitted from the guidance provided for competitive examinations and career counselling

The institute has a transparent mechanism for settling grievances of students and teachers. Students are free to raise their grievances through Grievance Redressal Cell via online / offline mode.

Anti-ragging Cell ensures a ragging-free campus.

A duly constituted Internal Complaints Committee deals with sexual harassment complaints. All these committees follow the guidelines laid by the respective statutory/regulatory bodies and the same are displayed on the college website for the students.

During the assessment period, **162** students progressed to higher education (MBA/MCA) in the same institute.

During the last five years, **1220** students participated in sports or cultural events organized by our institution as well as other institutions.

The Alumni Association has been established recently. The Alumni Association has been organizing various activities, and providing gifts like keyboards, mouse, pen drives etc. for the successful students.

### **Governance, Leadership and Management**

The college's mission statement, '**To ignite the unawakend mind**' acts as a road map for how to best provide learning/development opportunities for students by combining a thorough education with the appropriate inputs, experiences, and knowledge.

The College Development Committee (CDC), which is participative, decentralised, transparent, and transformational, is in charge of the college's governance. Numerous statutory and non-statutory committees including the grievance redressal committee, the anti-ragging committee, etc., exist inside the college. The college's immediate demands for appropriate and consistent provision are met to use of e-governance in admission and support for students, accounting and finance, administration, and testing.

Each unit has a specific place in the organisational structure, which is hierarchically organised for the college's governance and administration. When it comes to handling academic problems, the Director is allowed a lot of discretion. The Co-ordinator of Internal Quality Assurance Cell (IQAC) supports the Director in delegating authority.

Utilising techniques to maximise resource utilisation and fund mobilisation whenever possible, the institution is able to maximise expenditure within the constraints of available cash. In addition to the grants obtained from the government agencies, a sizeable sum is spent each month on purchases, wages, and infrastructure maintenance and upgrades. Financial audits (internal and external) are routinely carried out, and budgeting, utilisation, and future planning are also constantly checked.

By planning 24 quality initiatives over the post-accreditation period, IQAC made a substantial contribution to institutionalising the quality assurance strategies and processes. including AISHE membership and ISO certification.

The teaching-learning process, evaluation of PO and CO attainment, structured feedback, and performance evaluation of teaching and non-teaching staff are all reviewed by IQAC on a regular basis.

The IQAC performs numerous audits, including audits of the academic and administrative systems, the environment, energy, and gender.

### **Institutional Values and Best Practices**

The institute's ideals and best practises are closely correlated with the national priorities and policies. In compliance with National Missions, the institution has legalised its community engagement programmes, environmental and cleanliness initiatives, and technology-based learning practises.



The college has drafted a Gender Sensitization Action Plan and conducted **29** activities under the plan including Gender Audit.

The college is fully protected with **24** hours CCTV surveillance.

The campus is Divyangjan friendly with the setting up of ramps, rails, common room, Scribes are provided for needy students.

The whole college now runs on Solar Energy and LED lights in classrooms and administrative office and solar street lights are installed for energy saving and zero net carbon emission norms.

To raise the groundwater level, borewell recharge and rainwater collecting are used.

The college has been carrying out an energy audits and a green audit.

College outreach programmes inspire students to care for the environment and support the sustainable growth of the local community.

The college fosters a sense of community by observing and commemorating different National / International days, special days/weeks, and the birth and death anniversaries of notable individuals and leaders. It also promotes truth, love, nonviolence, peace, religious integration, and communal harmony.

**06** initiatives were undertaken in providing an inclusive environment i. e. tolerance and harmony towards cultural, regional, linguistic, socio-economic, and other diversities.

The college best practices include:

- 1. Blood Donation! Saving Lives!***
- 2. 'Cleanliness is next to Godliness'***

Academic Achievements and Co-curricular Achievements distinctive to its priority and thrust.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI SHARDA BHAVAN EDUCATION SOCIETY'S INSTITUTE OF TECHNOLOGY AND MANAGEMENT, NANDED
Address	VIP ROAD, NEAR KUSUM AUDITORIUM, NANDED
City	NANDED
State	Maharashtra
Pin	431602
Website	<a href="https://www.ssbseitm.org">https://www.ssbseitm.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Suryakant Baburao Thorat	02462-254850		-	
IQAC / CIQA coordinator	Satish Nagorao Kokate	-	9422870188	-	kokatesatish@gmail.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

<b>Establishment Details</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Maharashtra	Swami Ramanand Teerth Marathwada University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	02-07-2015	<a href="#">View Document</a>		
12B of UGC	02-07-2015	<a href="#">View Document</a>		
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
AICTE	<a href="#">View Document</a>	03-07-2022	12	

<b>Recognitions</b>	
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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	VIP ROAD, NEAR KUSUM AUDITORIUM, NANDED	Urban	2.5	3804.96

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BCA,Department Of Computer Science	36	H.S.C.	English	368	362
UG	BBA,Department Of Management	36	H.S.C.	English	276	273
UG	BSc,Department Of Hospitality Studies	36	H.S.C.	English	80	74
PG	MCA,Department Of Computer Science	24	GRADUATE	English	35	34
PG	MBA,Department Of Management	24	GRADUATE	English	69	38

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				2				43			
Recruited	1	0	0	1	0	0	0	0	23	0	0	23
Yet to Recruit	1				2				20			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

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

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	10	0	0	11
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	1	0	1
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	7	3	0	10
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	1	0	0	0	1

**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	485	0	0	0	485
	Female	224	0	0	0	224
	Others	0	0	0	0	0
PG	Male	34	0	0	0	34
	Female	38	0	0	0	38
	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	111	81	98	104
	Female	28	25	57	29
	Others	0	0	0	0
ST	Male	3	4	11	11
	Female	3	7	7	10
	Others	0	0	0	0
OBC	Male	65	71	43	58
	Female	31	21	27	18
	Others	0	0	0	0
General	Male	252	226	280	267
	Female	119	113	123	111
	Others	0	0	0	0
Others	Male	49	53	55	56
	Female	14	15	17	17
	Others	0	0	0	0
Total		675	616	718	681

### Institutional preparedness for NEP



<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Institute of Technology and Management, Nanded recognizes the value of multidisciplinary or interdisciplinary education and strive to incorporate it into their programs. These terms refer to the integration of knowledge, methods, or perspectives from multiple academic disciplines to address complex problems or explore diverse topics. Colleges that prioritize multidisciplinary or interdisciplinary education often offer various programs or initiatives to encourage collaboration and cross-disciplinary learning. These may include: 1) Interdisciplinary Majors/Programs: 2) Research Centers/Institutes: 3) Collaborative Projects/Courses: 4) Cross-Departmental Initiatives: 5) Interdisciplinary Research Grants: It's important to note that the extent to which a college emphasizes multidisciplinary or interdisciplinary education can vary. Some institutions may have a strong focus on this approach, while others may have a more traditional disciplinary structure.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic Bank of Credits has been established on the lines of the National Academic Depository (NAD), in the sense, NAD is the backbone of ABC, where the students' academic data are held, and academic awards are stored. Our institute is following the line and instruction as and when received from affiliating university. At this juncture, the institute has been enrolling the newly admitted students for ABC and also promoting the importance of Academic Bank of Credits (ABC). Institution has registered on National Academic Depository, but the approval is pending.</p>
<p>3. Skill development:</p>	<p>The institute has been signed MoUs with many organizations and institutes of great repute such as London Institute of Skill Development (LISD), UK, Cybersuccess, Pune, ENPRO ENVIROTECH, PTY LTD, Australia, Royal Orchid Beach Resort, Goa etc. Under these MoUs, there has been a lot of activities which have been initiated for the development of skills among the students at this institute.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The Indian Traditional Knowledge Systems (Bharatiya Gnana Parampara) Division of Ministry of Education (MoE) is located in the AICTE Headquarters was established in Oct. 2020. The institute is closely tracking with the IKS and have applied for the registration to get the IKS Centre in</p>

	this institute.
5. Focus on Outcome based education (OBE):	Outcome-based education (OBE) is an educational approach that places emphasis on the desired learning outcomes or results that students should achieve by the end of a learning experience. Instead of focusing solely on what is taught (content) or how it is taught (process), OBE centres on what students should be able to do, demonstrate, or apply as a result of their education. The key idea behind outcome-based education is that education should be purposeful and aligned with the skills, knowledge, and competencies required in real-world contexts. It shifts the focus from mere coverage of curriculum content to the actual abilities and understanding that students acquire. Here are some key elements and principles associated with outcome-based education: Clearly defined learning outcomes: Competency-based approach: Student-cantered learning: Authentic assessments: Continuous improvement: Transparency and accountability: By adopting an outcome-based education approach, institutions aim to produce graduates who possess the necessary knowledge, skills, and attitudes required to succeed in their chosen careers and make meaningful contributions to society.
6. Distance education/online education:	Distance education, also known as online education, refers to a mode of learning that utilizes technology and the internet to deliver educational content and instruction to students who are physically separated from their teachers or educational institutions. It provides an alternative to traditional face-to-face classroom settings and allows students to pursue education remotely, often at their own pace and schedule. This institute promotes Distance Education. The institute has been running MBA from Yashwantrao Chavan Open University, Nashik for last 15 years.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, it has been set up.
2. Whether students' co-ordinator and co-ordinating	Yes, Student's co-ordinator and Co-ordinating faculty

<p>faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>members are appointed by the institute, and it is functional. Yes, the ELCs are representative in character.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Voter Awareness Rally has been organized to aware the students of this institute as well as students at nearby institutes about the importance of voter registration and the value of casting votes given to them as per the Indian Constitution.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The institute has recently organized a lecture to profess the importance of registration for electoral system for the students of this institute. We shall be promoting and arranging Voter registration campaign in near future.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>25 percent of students are yet to be enrolled as a voters and institute has been closely working to get the students registered as voters.</p>

## Extended Profile

### 1 Students

#### 1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1874	1714	1349	1271	1189

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

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

Response: 24

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

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

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

### 3 Institution

#### 3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
38.15	12.83	27.36	20.59	29.26

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 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:

- The institution ensures effective curriculum delivery through a well-planned and documented process. Institute of Technology and Management is affiliated with Swami Ramanand Teerth Marathwada University, Nanded and adheres to the curriculum designed and prescribed by the University.
- The College has well-qualified teaching staff. Staff members are appointed as per the state Government, UGC, AICTE and affiliating university norms.
- The Annual Academic Calendar is prepared by IQAC and the same is displayed for the teachers and students on the college website and notice boards.
- Meetings are held in each department at the beginning of the academic year to discuss the course distribution for the new academic year. Based on the teachers' expertise and experience, courses are allotted accordingly. Teachers submit their teaching plans before the commencement of classes.
- Many senior faculty members are actively involved in framing the curriculum as members of academic councils, members of the Board of Studies.
- Our teachers make extensive use of modern methods of teaching and ICT tools. These include ZOOM classroom, Google forms, Google meet, YouTube videos, etc.
- These ICT tools facilitate the conduct and assessment of class tests, assignments, online lectures, etc. The college has conducted special workshops to upgrade the teachers for the use of ICT.
- Classroom teaching is supplemented with seminars, workshops, role plays, guest lectures, group discussions, tutorials, departmental fests, paper presentations, group assignments, educational tours, industrial visits, project writing, etc. which are well planned for effective delivery of the curriculum.
- For the preparation of the annual academic calendar, the college adheres to the academic calendar published by Swami Ramanand Teerth Marathwada University, Nanded for the schedule of annual and semester examinations considering the holidays and vacations specified.
- The respective teacher of each concerned subject has his/her pattern of internal examination like

practical, group discussions, presentations, projects, and class test, etc. As per their teaching plans, each teacher takes the liberty to schedule their internal examination.

- Continuous assessment is in the form of internal examination and assignment submission, to evaluate a student's progress throughout a prescribed course.
- The Examination Committee of the college adheres to the calendar of events which reflects the conduct of the semester as well and internal examinations as per university norms.
- The institute has integral mechanisms to ensure syllabus completion and conduct of CIE within the time frame and accordingly various measures are taken.
- The Knowledge Resource Centre of our college is well equipped with the necessary learning resources for the effective delivery of the curriculum. In addition to the Knowledge Resource Centre, some departments have set up the departmental library to provide subject-specific knowledge.
- IQAC plays an intrinsic role in the implementation of curricular, co-curricular, and extracurricular activities of all departments. IQAC implements a system to ensure syllabus completion through a syllabus completion report at the end of each term/semester.
- An atmosphere of challenge and stimulation is maintained in all academic, co-curricular, and extracurricular activities to ensure that the students are well prepared to meet.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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:** 14

File Description	Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**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:** 20.81

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

2021-22	2020-21	2019-20	2018-19	2017-18
183	111	361	321	563

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:**

- One of the tenets of the college mission being "To develop moral, ethical, social and aesthetic values amongst the students, every teacher probes their respective curriculum to link issues related to gender, environment and sustainability, human values, and professional ethics to the syllabus and spends some time in creating awareness on such cross-cutting issues. In addition to this, various cocurricular and extracurricular activities are also organized to superscribe these issues.
- The integration in the curriculum leads to the creation of awareness among the students regarding issues like gender equality, social justice, human rights, Constitutional Oath, environmental awareness, and professional ethics.
- **Gender Issues:** The college has conducted various activities/programs on cross-cutting issues to supplement the university curriculum. Group discussion, debate competitions on sexual harassment, Role plays on domestic violence and violence against women, poster presentation competition on save girl child, female foeticide, are some of the activities organized to sensitize



the students on gender issues. In addition to these events, Women's Health and Hygiene, Agitation rally against Kopardi Rape incident and Personality Development are organized to empower women.

- **Environment and Sustainability:** Several guest lectures on saving the environment were organized in our college.
- A special camp was organized for tree plantation, plastic free campaign and cleanliness in association with S. R. T. M. University, Nanded.
- The college observes 'Saturday' a 'No Vehicle Day' in its efforts to reduce pollution.
- Regular visits to orphanages, old-age homes, hospitals, etc., and projects like 'Wall of kindness' are undertaken by the college as a social initiative to sensitize students about human values and their duties towards the deprived section of society.
- Workshops on 'Research Methodology' were conducted to familiarise the staff and students about research.
- The college organizes various extension activities through NSS for the inculcation of the values like national integrity, patriotism, equality, peace, brotherhood. Blood donation Camp, HB check-up Camps, Dental and Eye Check-up Camp, Teachers Day, Women's Day, Birth and Death Anniversaries of Great Indian Leaders are regularly organized in the campus.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

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

**Response:** 24.87

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

Response: 466

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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

<b>File Description</b>	<b>Document</b>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Enrolment percentage

**Response:** 88.08

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

2021-22	2020-21	2019-20	2018-19	2017-18
675	616	718	681	629

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

2021-22	2020-21	2019-20	2018-19	2017-18
744	742	766	762	754

#### 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:** 65.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
260	259	248	259	213

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

2021-22	2020-21	2019-20	2018-19	2017-18
371	371	383	381	377

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

**2.2 Student Teacher Ratio**

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

**Response:** 98.63

**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:**

By making teaching-learning a two-way process and student-centric, Shri Sharda Bhavan Education Society's Institute of Technology and Management, Nanded is determined to develop the proper mindset, necessary abilities, and impart cutting-edge knowledge. The teaching-learning activities are promoted to the students so they can grow into well-rounded individuals and improve their employability and entrepreneurial abilities. These methods of carrying out the curriculum make the entire process unique and thought-provoking. The following are some of the tactics used by faculty members when delivering content:

**Experiential Learning:** Since experiential learning is the process of learning through experience that allows students to learn in a more practical way, the teachers adopt skill-based methods for introduction,

demonstration, citing examples, explaining, elaborating, and concluding the selected topics with the following activities:

- The ideas gained in the classroom are supplemented with real-world or first-hand experiences through industrial visits, field work, project work, seminar, workshops, poster presentations, internships etc. Students do experiments that are in line with the theory syllabi in well-equipped computer laboratories that have the appropriate software

**Participative Learning:** The ideal student-centric learning approach is one in which students actively participate in interactive lessons. This encourages peer learning and makes college engaging and fun. The learning through activity consists of:

- Debates, group discussions, role plays, expert lectures or talks, and several other activity-based learning. Students get an opportunity to come out of their comfort zone and experience the larger competitive world.
- Role Play, Report writing and Poetry writing, creating and designing the content for English Club, Management Club and IT Club etc.
- Preparing theme-based posters, models, presentations, charts, diagrams, etc. helps corroborate the conventional lectures. Students are given guidance to prepare material for intraclass dissemination and other learning groups.
- Assignments and Industrial visits, Dissertation and field work.

#### **Problem solving Methodologies:**

- Case Study Methods, Challenging Assignments.

#### **Use of ICT enabled Tools:**

- ICT (Information and Communication Technology) enabled tools play a crucial role in enhancing the teaching and learning process in education. These tools leverage technology to create interactive and engaging learning environments, enabling teachers to deliver content more effectively and students to acquire knowledge in a more personalized and efficient manner. Here are some examples of ICT-enabled tools used in the teaching and learning process:
- Zoom Classroom, WhatsApp, Swayam/NPTEL, YouTube Links, e-notes, etc. These are effectively utilized by the faculties during the pandemic outbreak of COVID-19.
- These are just a few examples of ICT-enabled tools that contribute to an effective teaching and learning process. By integrating technology into education, teachers can enhance instruction, foster active learning, and cater to diverse student needs, while students can engage with content in interactive and personalized ways, promoting deeper understanding and knowledge retention.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

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

**Response:** 63.03

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

2021-22	2020-21	2019-20	2018-19	2017-18
37	35	35	29	29

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>

### 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:** 50.96

#### 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

2021-22	2020-21	2019-20	2018-19	2017-18
14	13	11	09	06

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.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>

## 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:

In accordance with the standards and directives of Swami Ramanand Teerth Marathawada University, Nanded, the institute has started a constant and thorough internal review procedure. The institution took the following actions to ensure that the internal assessment was reliable and transparent:

- Students, teachers, and administrative staff are informed about internal and external examination activities by an examination committee or department. On the college notice boards, Class WhatsApp Groups and institute websites, one can get information about exam dates and probable date of results display.
- Formative and summative assessment systems are used for internal assessment. Class tests, multiple-choice tests, quizzes, oral exams, assignments, projects, poster presentations, open-book tests, library assignments, projects, etc. are all part of the formative assessment process. University exams and term-end exams make up the summative assessment system.
- The professors' interactions with the students during classes and practical sessions give them the opportunity to assess each student's performance and, if necessary, pinpoint any learning gaps. Remedial action is started when the identified issue areas have been addressed. This enables the pupils to pinpoint their strong points and areas for improvement.
- Students' performance is evaluated by their performance through internal tests assignments, seminars, orals and practical.
- Through the Department Head, all teachers of the respective disciplines submit term-end examination question papers to the examination committee in accordance with University policies.
- The exam is administered in accordance with a common schedule for each faculty member and is

overseen by junior and senior supervisors. If there are any schedule, pattern, or method changes, the teachers of the relevant subjects immediately notify the students through notice boards and classroom briefings.

- The components of practical examinations include Record Maintenance and Viva-voce carrying different weightage for each program.
- The answer sheets are shown to students after evaluation for their information which provides transparency and accountability in the evaluation process. Student grievances are taken care of and are redressed in a timely manner. Students are free to interact with the teachers and to resolve grievances if any, regarding the assessment.
- Marks lists of the students are prepared after the evaluation and documented for further clarifications. Online internal marks are submitted to the university through teacher's login accounts on the university's internal examination portal.
- If absence in the internal examination is due to genuine reasons, students are provided with an opportunity for supplementary/improvement examinations if they fail to attend or do not perform well in the scheduled exam.
- University has introduced Choice Based Credit System (CBCS) for PG programs since 2019 and UG since 2016 in a phased manner. Continuous and comprehensive internal evaluation is undertaken as per the University rules.
- The college appoints an internal squad for the prevention of malpractices in the Internal Examination.
- During the internal and external examinations Mobile phone are strictly prohibited.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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 primary foundation of outcomes is outcome-based teaching and learning with a learner-centric approach. Learning outcomes are declarations that detail what knowledge or skills students will have acquired as a result of a learning activity. Every course's course objective and course outcomes are displayed together in the course curriculum. For the majority of the programmes the university offers, the university provides thorough information about the programme and course outcomes. However, the board of studies established inside the



department examines this and, as necessary, adds pertinent material to meet the needs of the institution's students.

### Course Outcomes:

- The courses offered for a program have specific skills that are to be acquired and the course teacher meticulously identifies them.
- The course outcomes identify the minimum achievement required for success in the course.
- Enables students to acquire and demonstrate skills in core disciplines.
- Develops critical thinking and problem-solving skills.
- Creates knowledge and understanding of major concepts, theoretical principles, and practical knowledge.

### Communication regarding POs and Cos:

- For the purpose of enhancing faculty development and enforcing institutional expectations, IQAC organises a variety of lectures and workshops. In order to enhance classroom teaching and the learning process, these seminars assist teachers in concentrating on methods and strategies for achieving performance targets, components of quality, and standards for performance.
- The detailed syllabus for each course is designed by the University containing course objectives and outcomes and the college adheres to it. It is made available on the college website to have widespread access for every teacher, student, and other stakeholders.
- POs, PSOs & COs are displayed on the college website. The POs and PSOs are discussed with the faculty by the Head of Department.
- During the orientation that is provided at the start of the course, the students are told about the programme outcomes and course outcomes. In his or her inaugural lecture, each faculty member covers the course outcomes and the assessment strategy for their successful attainment.
- The outcomes are displayed on the department notice board and a copy with description is given to all the students.
- The students clarify their doubts regarding the same with their mentors and other faculty of the department.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**2.6.2 Attainment of POs and COs are evaluated. Explain with evidence in a maximum of 500 words**

### Response:

- Evaluating the degree to which course outcomes (COs), programme outcomes (POs), and program-specific outcomes (PSOs) are attained is crucial for achieving academic excellence and ensuring an institution's quality-improvement process. IQAC does a good job of describing the assessment methods and instruments that are used to gauge how well each PO and PSO is being met. This mechanism's distinctive quality is its great integration of subjective observation and objective evaluation of the pupils' performance. Our continual advancement in university rankings reflects the significant improvement in our academic achievement.
- Both direct and indirect assessment techniques are used to evaluate the POs and PSOs. The direct method shows student success on university exams, student knowledge, and ongoing assignment evaluation. Programme and course outcomes can also be reflected through indirect means including student feedback, surveys, and conversations.

### Measurement of CO, PSO, and PO Attainment

- Using the developed strategy, all departments conducting various programmes are asked to assess students' progress towards achieving programme objectives. Given the huge number of students enrolled in the various programmes, this evaluation should be conducted for all the students. The task of preparing the report on the achievement of the programme outcome in accordance with the checklist created by the IQAC is delegated to the head of the relevant department.
- Calculation of PO attainment is based on the following components:

#### **Direct method:** Programme outcome attainment (90% Weightage)

- The departments evaluate the attainment of program outcomes after the declaration of the result of the university examination.
- Direct Method attainment evaluation is divided into two parts.i.e.20% weightage for Internal Assessment & 80% weightage for University External Assessment.
- The percentage of marks obtained in university examinations of respective students is noted.

#### **Indirect method:** Program exit survey of final-year students is considered through a designed questionnaire which addresses all aspects of the curriculum, CO/PSO/PO for UG/PG students. (10% Weightage)

- The survey is prepared considering the streams, i.e., Computer Science, Management, and Hospitality studies comprising of a total of ten questions seeking answers on a 4-point scale.
- The survey seeks the answers to the questions based on the attainment of knowledge, skills, and attitude acquired by the students.
- The final marks for evaluation of program outcomes are allotted to the student comprising 10

percentage of marks obtained from questionnaires and 90 percentage of marks in the university exam.

The attainment is identified at the following levels:

Sr. No.	Assessment Method	Criteria	Attainment Level
1	Mid-Term Internal Exam (Descriptive + Assignment)	80-100% of students scoring more than threshold Value	3
		60-79% of students scoring more than threshold Value	2
		40-59% of students scoring more than threshold Value	1
2	Semester End External Exam	80-100% of students scoring more than threshold Value	3
		60-79% of students scoring more than threshold Value	2
		40-59% of students scoring more than threshold Value	1

- The outcomes are also assessed through students' progression to higher education and their placement, Feedbacks, Parent Meets, Participation of the students in Cocurricular and Sports activities both within and outside the college, results in their overall development.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

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

**Response:** 81.12

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

2021-22	2020-21	2019-20	2018-19	2017-18
580	416	324	234	251

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

2021-22	2020-21	2019-20	2018-19	2017-18
703	434	366	350	372

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>

**2.7 Student Satisfaction Survey**

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

**Response:** 3.46

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 0

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

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

**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:**

**SSBES' ITM Centre for Skill Development:**

- It is a learning centre that trains students of the institute and the neighbourhood wherein students were trained in mobile repairing, fashion designing, interior designing, henna designs, soap and laundry detergent manufacturing.

**MOUs & Linkages:**

- The college has partnered with a number of prestigious organizations to upgrade students' skills and competencies. These organizations include:
  1. London Institute of Skill Development (LISD), UK
  2. ENPRO EVIROTECH PTY LTD. Adelaide, Australia
  3. Cybersuccess, Pune
  4. Symion Technologies Pvt. Ltd., Mumbai, India

5. Elite Softwares, Pune
6. SVS Group of Institutions, Warangal, Telangana State, India
7. Hotel Royal Orchid Central, Pune.
8. Shilpi Hill Resort, Saputara, Gujrat.
9. Royal Orchid Beach Resort, Goa, India

### **Research methodology and IPR**

- Many workshops on research methods, intellectual property rights, and Industry-Academia Interface Programs were held.

### **Promoting entrepreneurship**

- The college organizes an annual entrepreneurship carnival where students put up stalls and manage an end-to-end business on their own. This experience gives them a platform to plan, forecast, manage, raise capital, do marketing and advertising, work out pricing strategies, and face challenging competitors.
- Participants learned about developing an idea of business up to its implementation.

### **Digital Marketing Workshop:**

Digital marketing and branding are two important aspects of any business that wants to succeed in the digital age. Digital marketing is the use of digital channels to reach and engage customers, while digital branding is the process of creating a strong and memorable brand identity. Digital marketing can be used to achieve a variety of goals, such as:

- Increasing brand awareness
- Generating leads
- Driving sales
- Improving customer loyalty

Digital marketing and digital branding are two sides of the same coin. They work together to help businesses to achieve their goals. A strong digital marketing campaign can help to raise brand awareness and generate leads, while a strong digital branding campaign can help to convert those leads into customers.

Here are some of the most common digital marketing channels:

- Search engine optimization (SEO)
- Pay-per-click (PPC) advertising

- Social media marketing
- Content marketing
- Email marketing

**Incubation and Innovation:**

The students of this institute has designed IoT-based robot to assist doctors in the medical field, particularly during the COVID-19 pandemic. The system utilizes an Arduino UNO board to control a robotic arm equipped with servo motors. Wireless communication is established through a Bluetooth module, enabling control commands from an Android app. This innovative solution aims to support healthcare professionals and enhance their efforts in providing effective and safe care to patients. The system uses an Arduino UNO board that controls the movement robotic arm through Servo motors. The Arduino Uno board is connected with a Bluetooth module for wireless connection of android devices. An android app is used to provide commands to the robotic arm.

**Alumni engagement for innovation:** Alumni of the institute are frequently called upon to guide students for innovation.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

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

**Response:** 6

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	01	00	02	01

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.3 Research Publications and Awards

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

**Response:** 1.38

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

2021-22	2020-21	2019-20	2018-19	2017-18
05	09	14	04	01

#### File Description

#### 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:** 0.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	03	00	00	00

#### 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:**



Shri Sharda Bhavan Education Society's Institute of Technology and Management, Nanded encourages students to develop empathy and a holistic temperament. Activities like Swachh Bharat Abhiyan, Blood donation camps, Plastic free Campaign, No Vehicle Day, Mega Rally on traffic laws, Agitation Rally for Social Justice, Voter Awareness Rally, Rally against Female Foeticide, tree plantation and AIDS awareness programmes and waste management were organized by NSS.

**Combating Covid 19** – During Covid 19 lockdown, our institute came into action. The Management, staff, alumni, and students all contributed generously to help and support the COVID affected people by generously donating one day salary by all the staff. Students of this institute have developed an IoT-based robot to assist doctors in the medical field, particularly during the COVID-19 pandemic. During the second wave of COVID, the institute had organized vaccination camp for the students, their parents and the public at large.

**Agitation Rally against Kopardi Rape Incident** – A rally has been organized by the NSS unit of this institute to protest the rape incident took place in Kopardi village, Maharashtra State. Hundreds of girls and boys have participated in this rally along with the teaching and non-teaching of this institute.

**Environment protection-** College in collaboration with Paramvishwa Foundation, Nanded undertook a mass Tree Plantation drive and Clean Campus of ITM. Hundreds of saplings were planted in the college campus. In addition, such drives were also held on campus. The college tries to instil humanistic principles such as respect for others, dignity of life, fighting injustice and prejudice, and grooming students to be responsible and responsive citizens through extension programmes. Students have experienced a paradigm change after participating in the above extension activities.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

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

#### Response:

#### ICT Education Researcher of the Year Award 2016:

During the IT Festival 2016 by Government of Hong Kong was pleased to Award Dr. S.B. Thorat, Director, Shri Sharda Bhavan Education Society's Institute of Technology and Management, Nanded. Dr. S. B. Thorat was the recipient of the ICT Education Researcher of the Year Award 2016.

#### Teacher Innovation Award:

Dr. Madhav M. Bokare, Assistant Professor and Head Department of Computer Science, of Shri Sharda Bhavan Education Society's Institute of Technology and Management, Nanded has been awarded the Teacher Innovation Award of Shri Aurobindo Society for spreading Zero Investment Innovations for

Education Initiatives (ZIIIEI) in 2019.

**Award from Dr. Shankarrao Chavan Govt. College and Hospital, Nanded:**

For arranging blood donation for consecutively for more than 5 years, Shri Sharda Bhavan Education Society’s Institute of Technology and Management, Nanded was awarded by the Department of Pathology of Dr. Shankarrao Chavan Govt. College and Hospital, Nanded.

**Letter of Appreciation: Gurudwara Langar Sahib**

Gurudwara Langar Sahib has appreciated Shri Sharda Bhavan Education Society’s Institute of Technology and Management, Nanded for the efforts and initiatives to make the surrounding of campus green and helping the Gurudwara mission ‘**Green City Project**’ to make Nanded city a clean and green city as Nanded is known as the Holy City in India.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**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:** 50

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

2021-22	2020-21	2019-20	2018-19	2017-18
09	05	12	12	12

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**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:** 07

<b>File Description</b>	<b>Document</b>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1 The Institution has adequate infrastructure and other facilities for,

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

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

#### **Response:**

The institute has its own three storeyed building located in the heart of the city with excellent infrastructural facilities for the conduct of teaching and learning activities. The built-up area of the college buildings is **40934** sq. ft. out of the total **2.5** acres of the campus area. The available space is optimally utilized for multiple purposes.

To provide a good learning atmosphere and exchange of information, the college maintains **17** spacious well-ventilated, and spacious classrooms with modern amenities and comfortable seating arrangements.

**04** Computer Science Laboratories furnished with well standard furniture, modern gadgets, and instruments are in function.

#### **Seminar and Conference Halls**

College is a centre of multiple academic activities which go on the campus throughout the academic year. For this purpose, the college has a spacious air-conditioned seminar hall adorned with a luxurious dais and comfortable chairs.

- **Technology Enabled Learning Spaces:**

When it comes to providing cutting-edge electronic teaching and learning tools, the college stops at nothing. These include smart boards, webcams, LCD projectors, laptops, desktops, printers, and Wi-Fi access.

- **Other Facilities**

The following facilities and infrastructure are available at the college in addition to those already mentioned:

#### **1) Learning Spaces**

1. 02 Knowledge Resource Centres for UG and PG students and one with a reading hall with an adequate seating capacity for students and staff members.

2. Dedicated computers with printers and scanners attached are reserved for staff and students where

INTERNET access is free and enrolment of staff and students in N-LIST, NDLI, SWAYAM, and NPTEL are done.

## 2) Audio-Visual Room

The college has set up an Audio-Visual Studio for the shooting of lectures in Computer Lab 4. It is equipped with Air Conditioner, Computer with webcam and microphones.

The institute has received permission for utilizing a large 'Kusum' auditorium which is adjacent to the institute on sharing basis for conducting various cultural activities, seminar, conferences etc.

Being a hub of multiple activities like cultural, sports, gymnasium, yoga, etc., throughout the year, the college has excellent facilities to host them.

## 3) Cultural activities

The multipurpose 'Kusum' auditorium is available for cultural activities, where practice sessions of cultural events like College Fests, street plays, etc. are conducted. A cultural committee led by a senior faculty takes care of the infrastructural needs. These facilities provided by the college help in promoting cultural and traditional values amongst the students by the organization of events such as Traditional days, Inter-college cultural events/competition etc.

### YMN Sports Complex for Indoor and Outdoor

- **Outdoor:** Volleyball court, Basketball court, and Badminton court of international standard. Adequate facilities for Power Lifting, Weightlifting, Boxing, and practice.
- **Indoor facilities:** Adequate facilities for chess, carrom, table tennis, etc. are provided.
- **Gymnasium:** YMN Sports Complex and Narayanrao Chavan Law College which are sister concern and adjacent to this institute commonly shares the Gymnasium for the students. Hon Society has given permission to utilize the YMN Sports Complex and Law college Gymnasium on sharing basis.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

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

**Response:** 24.99

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

2021-22	2020-21	2019-20	2018-19	2017-18
22.98	0.19	4.95	1.34	2.57

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

## 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:

Library is the nerve centre of our institution and indeed our pride with **9834 books** some of which are rare collections. Abundant books, journals, and periodicals are added from time to time to the already existing reference material in the Library. The college subscribes to the N-LIST database having both in-house and remote access, which is a password-based subscription. The database contains 6 lakhs plus e-Books and 5500 e-Journals. The library is automated using SOUL software. Partial bibliographic data of all library collections are added to the database. Barcoding technology is also used for library operations. i.e., issue/return, and for reading room attendance. There are ten online terminals placed for the use of students and OPAC search.

Knowledge resource centre for UG is placed in the library itself whereas another knowledge resource centre for PG has been established on first floor.

### Reading room facilities:

Reading room is a boon to the students especially during the period of examination. On the guidance of an advisory committee, the Knowledge Resource Centre provides user - friendly system with open access and various support facilities such as Internet browsing, computerized lending, stock verification, reprography, and inter-library book loan. Knowledge Resource Centre orientation program, '**Read to your Riches**' is organized every year for the students regarding the use of library resources by conducting open information sessions. Spacious reading hall for students inclusive of OPAC terminals for access to catalogue and separate enclosures for library administrative staff and faculty members ensure efficient utilization of the available resources.

**Name of ILMS software:** Software for University Libraries (SOUL)

**Nature of automation (fully or partially):** Partial

**Version:** 3.0

**Year of Automation:** 2023

**1.e-journals - N-LIST**

**2.e-books - 1000**

**3. e-magazines - 10**

**4. Magazines - 13**

**5. Newspapers - 10**

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

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

**Response:**

The College has broadband connections to provide the internet facility. The computer and internet connectivity are available at various locations to staff and students to update the teaching/ learning resources. All the departments have LAN with an internet facility. The Department of Computer Science, Management Department and Department of Hospitality Studies have computer labs with LCD projectors to meet the curriculum requirements of the students. The college always prefers to purchase branded equipment/instruments or accessories as per the need of the department/ change in the curriculum. Wi-fi facility is provided on the campus.

- **Hardware Up-gradation:**

Hardware up-gradation is being carried out regularly, as per requirements of individual departments. Systems have been replaced with new models with advanced configurations.

- **Software Up-gradation:**

The college has purchased the licensed software viz.

1. MS Office
2. Windows (version 7/8/10)
3. Oracle
4. Net Protector Antivirus
5. Tally ERP
6. UNIX

- **Antivirus Software** is deployed on individual system and updated annually. Quick Heal was purchased in the year 2017,2018,2019,2020,2021,2022 for 1 years and was subsequently renewed. The Operating system is updated in a phased manner.
- 
- **LAN Facility:** LAN facility is available for the students and teachers. Internet browsing facility is available on all computers in Department of computer science, Management Science Knowledge Resource Centre, administrative office and account section. SOUL ERP software is used for different modules.

• **LAN details are as below:**

1.DIGISOL -1024 d-e 24 port gigabit ethernet switch	<b>05 Quantity</b>
2.DIGISOL - GS – 1528 24 port gigabit ethernet + 4 SEP Switch	<b>01 Quantity</b>
3.Dlink-des1024d 10/100 24 port Ethernet Switch	<b>01 Quantity</b>
4.Dlink-des1016A 16 port Ethernet Switch	<b>02 Quantity</b>
5.i-Ball-Batton-10/100M 8 port Ethernet Switch	<b>02 Quantity</b>
6.D-Link-des1008c 8 port Ethernet Switch	<b>01 Quantity</b>
7.Tenda 10/100 M 8 port Ethernet Switch	<b>01 Quantity</b>

- **Wi-Fi Campus:** Entire college Building is connected with a Wi-Fi facility.

• **The details are as below:**

DIGISOL - DG-BG 4300 NU wireless ADSL Broad Band Router	<b>01 Qty</b>
D-Link - DIR-825 wireless Router	<b>01 Qty</b>
Tenda – wireless N300 easy set up Router	<b>03 Qty</b>
GX wireless Wi-fi Router	<b>01 Qty</b>
TP-Link wireless Wi-fi Router	<b>01 Qty</b>



**300 MBPS Speed of RailWire** (Half Yearly Subscription) which provides seamless connectivity.

**Computer Browsing Centre:** Knowledge Resource Centre with 10 computers. This facility is available for students and staff.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

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

**Response:** 13.39

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

**Response:** 140

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

## 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:** 34.87

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

2021-22	2020-21	2019-20	2018-19	2017-18
5.74	5.14	6.92	9.06	17.84

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

## 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:** 21.21

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

2021-22	2020-21	2019-20	2018-19	2017-18
446	389	277	231	226

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**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)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**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:** 4.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	91	72	84	64

**File Description**

**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

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

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

**File Description**

**Document**

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:** 8.98

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

2021-22	2020-21	2019-20	2018-19	2017-18
42	33	34	25	28

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

2021-22	2020-21	2019-20	2018-19	2017-18
580	416	324	234	251

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)	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

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

**Response:** 9.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
42	32	34	25	28

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

### 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:** 13

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

2021-22	2020-21	2019-20	2018-19	2017-18
05	00	04	02	02

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**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:** 7.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	14	12	13

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:

Institute of Technology and Management was registered on **11 May 2023** with Registration No. **Nanded/0000162/2023**. PAN is **AACA15141H**.

The association is constituted with **07** members Executive Committee comprising all registered members. The students who have completed UG/PG from the college are eligible to register as a member of the alumni association.

The alumni association provides a venue for graduates to keep up and strengthen their ties to their alma mater. Alumni gatherings are held on a regular basis to expand the alumni network and work with college administrators to enhance the operation and services of the institution based on their invaluable input. The Alumni Association's job is to build a bridge between academia, society, and business.

- **The functions of the association are as follows:**

- 1.To encourage, develop, and work towards a solid connection between the college and its graduates.
- 2.To include alumni in initiatives for institution development.
- 3.To plan alumni gatherings, reunions, and other community-building events for the college, students, and people in general. The college's graduates have achieved success in academia, business, research, and social work. Alumni have consistently offered kind financial donations, which have been used towards the institute's development efforts.

- **In the last five years, Alumni Association provided financial aid of Rs. 4,252/-. Alumni have also assisted the institute through non-financial means in a variety of ways which are listed below:**

- 1.Alumni have provided their valuable feedback on curriculum by pointing out shortcomings and ways to overcome them.
- 2.Alumni have participated as resource persons in seminars/ conferences/ workshops/ symposiums organized by the college.
- 3.They assisted the college in creating placement opportunities through on-campus and off-campus drives for their peers and students.
- 4.Alumni have delivered guest lectures and expert talks organized by the institute

- 5.They remained in constant communication with the director and the employees, and by sharing information about the current needs of the industries, I was able to indirectly contribute to the teaching-learning process.
- 6.They represented on the College Development Committee (CDC) and IQAC where they get an opportunity to express their views and suggestions.
- 7.Sponsored cash prizes or gifts for the winners of various competitions organized by the college. Conducted Soft Skill Development workshops for the students to enhance their employability.
- 8.They have also mentored and trained them to face the interviews.
- 9.Quiz competitions, career advice, guest lectures on a variety of topics, including Java Technology, Big Data, Machine Learning, Job Opportunities in Gulf Countries, Career Option in Linux, and Start-up theme, have all been organised in the last five years.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

**Response:**

The college is staunchly committed to its vision and mission which is:

- **VISION**

**‘To see education as a powerful vehicle for personal and social change.’**

Education is more than just acquiring knowledge and skills; it is a powerful tool for personal and social change. Education has the ability to transform individuals by providing them with the necessary tools to succeed in life, such as critical thinking skills, problem-solving abilities, and a desire for lifelong learning.

At the same time, education can also create social change by promoting equality and breaking down barriers to opportunity. It can help to eradicate poverty, reduce inequalities, and promote social cohesion.

- **MISSION**

**‘To ignite the un-awakened mind.’**

The idea of igniting the un-awakened mind refers to the process of inspiring and awakening the potential within individuals who may be unaware of their true capabilities. It involves encouraging them to explore their interests, pursue their passions, and push past their perceived limitations. By awakening their mind, individuals can unlock their creativity, broaden their perspectives, and achieve greater personal growth and fulfilment. Through education, self-reflection, and exposure to new ideas, we can ignite the un-awakened mind and help individuals reach their full potential.

- **OBJECTIVE**

To Create trained manpower in accordance with global perspective.

- **GOAL**

To Administer academic program rigorously, promote research and development and publication in areas of contemporary relevance, to achieve decision making and problem-solving skills.

- **National Educational Policy:**

NEP is managed and led aligns with the overall goals and objectives set by the institution. It implies that

the individuals in positions of authority, such as administrators and leaders, are working towards achieving the institution's vision and mission. The NEP is a framework that provides a roadmap for the development of education in a country. It sets forth the vision, goals, and strategies for educational reforms.

**We endeavour:**

- to strive to be a lighthouse in the midst of all failures and setbacks by resisting complacency.
- to provide education to students from all social classes, regardless of religion, creed, colour, caste, and gender.
- to improve academically underachieving and disadvantaged pupils by arming them with knowledge.
- to foster in students moral, ethical, social, and aesthetic values.

- **Nature of Governance**

Shri Sharda Bhavan Education Society’s Institute of Technology and Management, Nanded was established by the visionary Late Dr. Shankarraoji B. Chavan in the year 1997. The College Development Committee (CDC), which is participatory, decentralised, transparent, and transformational with representation from the Governing Council, Director, Vice Principal, senior faculty, non-teaching staff, alumni, and academicians from society at large, is in charge of the College's overall governance.

- **Perspective/strategic Plans**

Perspective plans are created with the college's long-term vision and mission in mind, whereas five-year strategy plans are created. Plans put forth by seasoned members who are nominated to serve on various committees and bodies are noted down for inclusion in the institution's prospective plans and strategic plans.

**Participation of Teachers**

The experiences, expertise and knowledge of teachers are actively used by their inclusion in the decision-making bodies of the college.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**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 college has always used a participatory, decentralised, and inclusive approach to ensure seamless operation and to foster a sense of community, which has always resulted in the growth and success of the institution.

The Annual **Penta-Fest** Function of the College is one of the major events. During this event, stellar achievers in sports, academic events, co-curricular and extracurricular activities, and cultural events are presented with prizes, Certificates and Mementos at the hands of eminent guests in an invigoratingly mammoth ceremony. This demonstrates the decentralisation and participative management practises used by the college.

- **The following phases make to the event's planning:**

1. **New reforms and the budgetary proposal:** Revision of eligibility criteria, prizes, cash incentives etc. in addition of juxtaposing some other events to this major event for maximum utilization of the resources invested for this single event.
2. **Establishment of the dates:** The dates for the event are finalized after deliberations on the duration left for the conclusion of academic year.
3. **Identifying the keynote guest and guest of honour:** To serve as a morale booster for our students, staff, parents and guests, sheer presence of whom, would inspire them. To check their availability and acceptance.
4. **Commencement of the actual preparation:** Post approval and sanction by the Managing Trust, the sub-committees will perform the event management in a decentralized and participatory manner.
5. **Invitations:** Invitation cards are printed and posted to the stakeholders well in advance.
6. **Draft of Annual Report:** tentatively prepared for the perusal of the authorities and department.
7. **Post event:** The press report is sent to the media immediately. Appreciation and thanks are conveyed to all those dignitaries who have graced the occasion.

- **STRATEGIC PLAN**

In accordance with the vision and mission for educational excellence, the College Development Committee is in charge of determining the need for strategic plans to ensure the holistic development of the students. A special committee is formed for the purpose when it has been recognised and includes representatives from all faculties and units (sports, library), as well as members of the Managing Trust, the Director and the IQAC Coordinator.

- **The strategic plan includes the multipronged approach consisting of the following heads:**

1. Curricular Aspects
2. Teaching – Learning
3. Research
4. Entrepreneurship
5. Extensions and Collaborations

- 6. Infrastructure
- 7. Student Support
- 8. Governance
- 9. Environment friendly Initiatives
- 10. Gender Equity and Inclusivity

• **Strategic Plan Initiatives:**

- 1. Green and eco-friendly Campus Plantations increased, Oxygen Park.
- 2. Plastic free Campus Practised-Sign boards installed.
- 3. Green Audit Conducted.
- 4. Green Policy for Eco-consciousness drafted.
- 5. Compost Bin (Vermicomposting) Installed.
- 6. **No Vehicle Day** Regularly practised on every **Saturday**.
- 7. Promotion of Paperless Administration Maximum use of e-documents initiated.

Almost 80% of the initiatives suggested under the head of “Implementation of Environment friendly Initiatives” in the strategic plan for the period 2017 – 2022 were successfully implemented. This was achieved by the IQAC to other constituents/units of the college. The initiatives of ‘Green and eco-friendly Campus’ by NSS.

- **Organogram of Institution**
- **The Governing Council**
- **College Development Committee (CDC)**
- **Director**
- **Academic Wing:** 1. HODs 2. Library Committee (LC): 3. Examination Committee
- **Internal Quality Assurance Cell (IQAC)**
- **Administrative Wing**
- **Service Rules and Recruitment**

File Description	Document
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>

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

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

**Response:** B. 3 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

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

**Response:**

The college provides many welfare measures for the teaching as well as non-teaching employees in addition to their regular compensation package since it recognises that the workforce is an asset to its overall development and progress. These welfare programmes aid in the development of productive, healthy, devoted, and satisfied employees, helping them to live in better conditions.

- **Group Insurance Scheme:** The teaching and non-teaching staff are covered under Group Insurance Scheme of the LIC for which a monthly premium is deducted from the salary every month.
- **Duty adjustments for pursuing academic interests:** The staff (teaching, non-teaching and menial) is encouraged to pursue their academic interest. The duties of such staff members are mutually adjusted by their colleagues with the approval of the authorities.
- **Employees' Provident Fund Schemes:** EPF is offered to all full-time staff members including non-teaching whereby the college management contributes its equal share.
- **No Objection Certificate:** NOC is provided to the staff for availing loan facilities from various financial agencies/banks for the purchase of houses, vehicles, etc.
- **Recognition of staff achievements:** Staff members who have impressive achievements to their credit are recognized and felicitated.
- **Medical Leave:** Staff members who are unwell are granted medical leave even by telephonic intimation for the duration of absence.
- **Maternity Leave:** Female staff members are granted Maternity leave as per the government norms.
- **Medical Reimbursement:** The medical expenses incurred by the aided staff members in respect of medical treatment (individual and dependents) are reimbursed from the Maharashtra State Directorate of Higher Education.
- **Duty leaves and financial assistance:** Teaching staff are encouraged to attend professional development courses by providing them with financial support and on-duty leave.
- **Credit of salary each month on time by management:** The management releases the salary of all the employees punctually usually within the first week of every month
- **Cultural get-togethers:** With a noble objective of promoting strong bonds among the staff members and their family members, impressive get-togethers are organized to assemble, socialize and closely interact especially on birthdays/anniversaries.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**6.3.2 Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**

**Response:** 0

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

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

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

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

**Response:** 65.52

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

2021-22	2020-21	2019-20	2018-19	2017-18
18	47	26	02	02

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

2021-22	2020-21	2019-20	2018-19	2017-18
09	08	08	08	08

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

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

#### Response:

The college conducts Internal and External audits regularly. It has appropriate mechanism to ensure that financial records and statements are shown in true and fair manner as required by the accounting standards and prevailing laws.

**Internal Audit:** Internal audit is a continuous process which ensues after each and every financial transaction. The Internal Auditor CA Santosh Kulkarni has been appointed by Shri Sharada Bhavan Education Society, Nanded.

- Internal audit takes place at two levels namely receipts and payment.
- The receipts of the fees collected from the students are checked by the auditor.
- The official letters, official funds collected, and bank statements are checked by the internal auditor.
- The payment vouchers are verified by the accountant, signed by the Director and authorized Management signatories.

**External Audit:** The external audit takes place after the completion of financial year. The Chartered Accountant, CA Jaiprakash Falor, who works as an External auditor is appointed by Shri Sharada Bhavan Education Society, Nanded.

- The audit program goes on for 15 to 30 days during the month of May/June.
- The bills and vouchers of the revenue expenditure is checked. The vouchers and proper record with the concerned Department of the capital expenditure is also checked and verified.
- The Income Tax Returns are also filed with the Income Tax Office, Nanded. The college also prepare various returns based on annual accounts to other government offices like Professional Tax Returns, Provident Fund Returns, returns for determination of amount to be paid to Gratuity Accounts and TDS returns.

The College has a well-functioning mechanism for mobilization of funds and optimum utilisation of resources. For allocation of funds, the requirements of the departments and other constituents of the college are evaluated to make the budgetary provision for academic and administrative activities at the beginning of the financial year.

For mobilization of funds, the IQAC assesses, plans, implements and supervises the activities of the college based on the guidance of the College Development Committee.

**The major sources of funds for the college are from the following avenues:**

- Fees collected from students.
- Financial assistance received from SRTMU for NSS.
- Examination grants from SRTMU, and financial assistance received under SC/ST/OBC and EBC scholarships from government.
- Contribution received from the Alumni.
- By general sponsorship appeal for disaster relief and social outreach programs planned by the college on humanitarian grounds from general public, well-wishers and philanthropic institutions.

**Optimal utilization of resources**

For any expenditure, a proposal is submitted by the college department to the IQAC which forwards it to the Director with its remarks. After approval, quotations are invited from reputed firms. All the formalities are completed viz. preparation of stock entry and issue of cheques to the concerned suppliers and the record maintained. The Director monitors effective and efficient use of the available financial resources. Fees received from students are used for development of the college, faculty and staff salaries and upgradation of library all of which are properly audited.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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:**

**Internal Quality Assurance Cell:**

The Internal Quality Assurance Cell (IQAC) was first constituted in the college in 17/12/2018 to develop awareness for consistent quality improvement in the overall performance (academic and administration) by focussing on strategies for quality enhancement and its implementation. The practices institutionalized by the IQAC are:

**Practice 1**

- **Devising and deploying e-content for students:**



E-content can be remarkably effective in engaging students by cultivation of imagination and inspiring curiosity. With the aim of empowering teachers to develop E-content, the IQAC has conducted the following three major events:

1. During the Covid period the institute has organized **International Level Webinar** entitled '**The Art of Teaching, Research Paper Writing and Patent Registration**' was organized by the Internal Quality Assurance Cell (IQAC) during 18th to 20th May 2020 which was live streamed on Art of Online Teaching, Research Paper Writing and Patent Registration - YouTube . Thousands of participants attended the webinar live on YouTube
2. One Day National Webinar on '**Intellectual Property and Research**' was organised by IQAC on **25th March 2023**. The Webinar was inaugurated by Hon. Vice Chancellor of Swami Ramanand Teerth Marathwada University, Nanded Dr. U. V. Bhosle. This webinar was live streamed on YouTube .
3. One Day National Webinar on '**New Education Policy 2020**' was organised by IQAC on **18th April 2023**. This webinar was live streamed on YouTube.
4. Teachers have been suggested to prepare concise notes on the syllabus of the each course and it has been made available for students on the website.
5. Online Academic lectures are made available for students by the teaching faculties of SSBES' ITM and have been uploaded on YouTube.

## Practice 2

### Audit Practice:

Both Internal and External AAA were conducted. External Audit is done by Swami Ramanand Teerth Marathwada University, Nanded. The Internal Audit Committee of the institute is formed to conduct internal audit

1. **Green & Environmental Audit:** The aim of the Green Audit is to review the overall environment management systems. The audit was carried out on the basis of identified threats to environment and sustainability. The college conducted the green audit through technical experts' team from Engress Services, Pune.
2. **Energy Audit:** An energy audit is a systematic assessment of the energy usage and efficiency of a building, facility, or process. It involves evaluating energy consumption patterns, identifying areas of energy waste, and suggesting measures to improve energy efficiency and reduce energy costs. The energy audit has been executed by Engress Services, Pune.
3. **Gender Audit:** The Gender Audit was attempted to study whether the college has good gender balance, by following government rules, policies and actions formulated for upgradation of women in society. It tried to identify the impact of its current and proposed policies on gender equality.

### Measuring the Attainment of COs, PSOs, and POs:

- The POs and PSOs are evaluated by direct method (90% weightage) and indirect (10% weightage) assessment methods.

**Use of ICT :**

- The IQAC motivates the teaching staff to use ICT. Google Form, Zoom and WhatsApp etc. are used by the teaching staff members.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

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

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

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

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

## 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:**

A gender audit is a process of assessing and evaluating the impact of policies, programs, and practices on gender equality and women's empowerment within an organization, institution, or society. The institute has initiated the Gender Audit.

**The institute is dedicated to offering students, staff, and faculty a secure and supportive work and learning environment. It is also keenly aware of issues relating to any form of harassment and gender sensitivity. The institute is dedicated to offering students, staff, and faculty a secure and supportive work and learning environment. It is also keenly aware of issues relating to any form of harassment and gender sensitivity.**

**The following practices are carried out in this regard:**

**a) Safety and Security:**

1. The security personals are deployed.
2. 34 CCTV cameras with a 24 X 7 surveillance system are installed.
3. ID-Cards are checked at the main entrance gate.
4. The discipline committee headed by a seasoned faculty continuously monitors the security practices in the campus.
5. Female teachers accompany the students as mentors in all activities that are conducted outside the college for example Industrial Visits, Study tours, etc.
6. According to U.G.C. norms, an anti-ragging committee is constituted. The college receives an affidavit from the entry-level students attesting to their lack of engagement in racial activities. Contact information for the anti-ragging committee is prominently published on campus.
7. Code of conduct is displayed on the college website.

**b) Counselling:**

To facilitate academic, emotional, social and cognitive development of the students the institute organizes various activities associated with the counselling of the girls.

**This cell organizes the programs:**

- Emerging Cybercrime on Women,
- Awareness of Sexual Abuse
- Female Foeticide Awareness Rally & Woman's Rights Program
- Health and Hygiene
- Seminar on Sociology of gender

- Prohibition prevention and Redressal for sexual harassment of women at work

**c) Common Room**

- The College has an exclusive place for recreation and rest for the girl students.
- A common staff room with a separate enclosure for the ladies has been provided.
- Sanitary napkin Vending Machine and Sanitary napkin incinerator

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**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:** C. 2 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>

**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
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

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

**Response:**

The conducive atmosphere at the college is regarded as an indispensable resource as it caters to the students of diverse regions and communities. Keeping in mind the great diversity of our nation, the institution puts in efforts to provide an inclusive environment bringing harmony among the students of varying backgrounds and cultures.

To develop student's attitude towards the welfare of the society and prepare them for disaster management, the institute has organized Covid Vaccination Camp.

Staff has donated one day salary for Covid 19 - Chief Minister Relief Fund.

Thus, the college tries to inculcate an inclusive environment of tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities among the students through the above activities.

The College endears itself to the basic principles and values enshrined in the constitution of India and also conducts several programs with the aim of building a healthy and better society and to inculcate values of peaceful and harmonious coexistence and amity amongst the students.

The college celebrates Constitution Day where all the students and staff members take the oath to follow the constitution to the best of their abilities and read the Preamble of the constitution.

The NSS unit of our college had organized a Voter Awareness Program.

The college celebrated National Voter's Day on 25 January by organizing a mass rally to spread awareness regarding the voting rights of responsible citizens thereby encouraging the citizens of Nanded to practise their voting rights and play a major role in selecting the right leaders.

With all these efforts, the institute has been successful in fostering and highlighting the values, rights, duties and responsibilities of citizens, thereby inculcating the same amongst its students.

Nanded is known as the 'Holy City' in memory of the 10th Sikh Guru, Shri Guru Gobind Singhji Maharaj, the college organizes and celebrates 'Gurupurab' event. All students and staff members take part in listening to the 'Gurbani' (Kirtan) followed by lunch 'Guru Prasad'.

The Code of Conduct is displayed on the website

There is a committee to monitor adherence to the Code of Conduct

Students are brought to the notice about the Code of Conduct.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

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

**Response:**

### **BEST PRACTICE 1**

Title of the Practice	<b><i>Blood Donation! Saving Lives!</i></b>
Duration (Year of inception-year of discontinuation)	Year of inception: 2005  Yes, this practice still continuing
Objectives of the Practice	<ol style="list-style-type: none"> <li>1. Encouraging Voluntary Blood Donation</li> <li>2. Creating Awareness and Education</li> <li>3. Engaging the College Community</li> <li>4. Fostering a culture of giving</li> <li>5. Supporting Local Blood Banks</li> <li>6. Promoting Health Awareness</li> </ol>
The Context	<ol style="list-style-type: none"> <li>1. Logistics and Space of blood bags</li> <li>2. Student Engagement and Participation</li> <li>3. Eligibility and Screening</li> <li>4. Availability of Resources</li> <li>5. Time Constraints and Academic Schedules</li> </ol>
The Practice	<p>Conducting a blood donation camp in a college setting, within the campus of higher education, offers several unique advantages and opportunities.</p> <ol style="list-style-type: none"> <li>1.Targeting a Younger Demographic</li> <li>2.Potential for Long-Term Donor Engagement</li> <li>3. Educational and Awareness Initiatives</li> </ol> <p>While conducting a blood donation camp in a college setting, the following are some of the key factors to consider:</p>

	<p>advantages, there are certain limitations that need to be considered</p> <ol style="list-style-type: none"> <li>1. Limited Eligibility</li> <li>2. Fear and Misconceptions</li> <li>3. Time Constraints and Scheduling Conflicts</li> </ol>	
Evidence of Success	<p>Dr. Shankarrao Chavan Govt. Medical College and Hospital, Nanded awarded the institute with the certificate for arranging blood donation camps continuously. The students participated enthusiastically. The govt hospital could collect the blood bags as below:</p> <ol style="list-style-type: none"> <li>1. 2016: 42</li> <li>2. 2018: 65</li> <li>3. 2019: 64</li> <li>4. 2022: 50</li> <li>5. 2023: 39</li> </ol>	
Problems Encountered and Resources Required	<p>During a blood donation camp organized by a college, several problems may be encountered. Some common problems include:</p> <ol style="list-style-type: none"> <li>1. Eligibility Issues</li> <li>2. Fear and Anxiety</li> <li>3. Lack of Donor Screening</li> <li>4. Insufficient Staff and Resources</li> <li>5. Logistics and Space Constraints:</li> </ol>	
Notes (Optional)	NIL	

## BEST PRACTICE 2

Title of the Practice	<i>'Cleanliness is next to Godliness'</i>	
Duration (Year of inception-year of discontinuation)	Year of inception: 2017	
	Yes, this practice still continuing	
Objectives of the Practice	<p>The objectives of cleanliness campaigns are as follows:</p> <ol style="list-style-type: none"> <li>1. Promoting a Clean and Healthy Environment:</li> <li>2. Instilling a Sense of Responsibility:</li> </ol>	

	<ol style="list-style-type: none"> <li>3.Enhancing Aesthetics and Campus Appeal:</li> <li>4. Preventing the Spread of Diseases</li> <li>5.Educating about Environmental Conservation</li> <li>6. Encouraging Active Participation</li> <li>7.Collaboration and Community Engagement</li> <li>8. Creating Sustainable Practices</li> </ol>
<p>The Context</p>	<p>The salient features of conducting a cleanliness include:</p> <ol style="list-style-type: none"> <li>1.Comprehensive Planning and Collaborative App</li> <li>2.Awareness and Education about surrounding cleanliness.</li> <li>3.Practical Implementation of waste management maintaining cleanliness in classrooms,</li> <li>4. Sanitization of areas during Covid 19.</li> <li>5. Importance of Handwash and masking.</li> </ol>
<p>The Practice</p>	<p>Cleanliness campaigns in college settings possess unique characteristics that set them apart from those conducted in other environments. Here are some aspects that has made cleanliness campaigns in college unique:</p> <ol style="list-style-type: none"> <li>1. Cleanliness campaigns in institute has provided an opportunity to shape and influence the habits and attitudes of young individuals, creating a long-lasting impact on their attitudes towards cleanliness and hygiene.</li> <li>2. The institute has leveraged this environment to integrate educational components, such as labs, libraries and to educate students about the importance of cleanliness and its impact on health, and sustainable practices.</li> <li>3. Through this campaign institute has fostered a culture of cleanliness that extends beyond the campus into personal lives and future endeavours.</li> </ol>



	4. It has facilitated the community engagement of students from different backgrounds and disciplines.
Evidence of Success	<p>The success of a cleanliness campaign in a institute is measured through various indicators and evidences. Some of the evidences that can demonstrate the success of conducting a cleanliness campaign:</p> <ol style="list-style-type: none"> <li>1.Clean institute campus</li> <li>2.Behavioural change in students about cleanliness</li> <li>3.Increase in awareness and knowledge among students and faculty regarding cleanliness and hygiene practices</li> <li>4. Enhanced Personal Hygiene Practices</li> </ol>
Problems Encountered and Resources Required	<p>During a cleanliness campaign the institute several problems and challenges have been faced. Some common problems include:</p> <ol style="list-style-type: none"> <li>1.Some students resisted to change their behaviour</li> <li>2. Insufficient participation from students.</li> <li>3. Maintaining long-term engagement and consistent cleanliness practices is challenging.</li> </ol>
Notes (Optional)	NIL
<b>File Description</b>	<b>Document</b>
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

### 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:**

Academic and co-curricular achievements encompass a wide range of accomplishments that demonstrate teachers and student's success both inside and outside the classroom. Here are some key aspects and

benefits of academic and co-curricular achievements in this institute:

### **Academic Achievements:**

The institute has been putting efforts to promote diversified overall growth, including teaching, learning, and evaluation aspects. Administrators and Teachers at SSBES' ITM work to redefine academic achievement and go above and beyond the classroom. The institute makes sure that appropriate teaching and learning standards are satisfied as the educational system becomes more and more student-centric. As part of this process, educators teach students to match their expectations to those of business and society. The following objectives are part of the clearly defined student- centric system:

### **Objectives:**

To establish and maintain state-of-the art teaching facilities.

To train students in emerging technologies.

To create state-of-the-art incubation centre.

To provide training in emerging technologies through practical sessions.

To empower the student community through NSS activities to become a responsible citizen.

To promote higher education and research among teachers.

### **Experiential Pedagogy:**

Students are given complete freedom to develop their skills and gain knowledge and experience in a variety of professional activities. The institute tries to raise their level of learning. As a part of experiential learning students are promoted to complete and submit their filed work, project works and industrial visits for UG and PG students. SSBES' ITM has implemented an innovative Teaching Pedagogy i.e., using smart classrooms for better converging concepts and creating more learning experiences by adopting technologies like Audio/ Visual aids from a wide variety of sources. engage and include students as active participants in the classroom using Brain Storming techniques. Question and answer session, transforms a lecture into a guided conversation in which the faculty asks students insightful questions. Comprehensive and continuous assessment gives instructors a greater knowledge of what students are learning and helps students become more involved in the learning process. Different skill sets have been inculcated among students by providing students great platforms like English Club,

Management Club, IT Club, Wisdom Board etc.

**Tradition of bagging Gold Medals each Year:** This has become almost a tradition that students of the institute to earn not only outstanding grades in examinations but also bagging Gold Medals in each stream. This indicates student's mastery of course material and academic excellence. Most of the students are from Marathwada region and from diverse background, poor economic status and vernacular mediums and mostly from village areas. Having scored second and third class in their HSC at the time of admission, they do wonders at the time of leaving this institute by passing in flying colours and bagging gold medals. It is worth to mention that each teachers take tremendous efforts to transform this raw material into a fine finished product. This transformation is the result of perseverance and hard efforts of the teaching faculties. These students are not only become sound academically but they are competent and skilled to get placed in varied industries. all these students are placed in various organization (Government and private). The institute was successful in bringing companies to campus and many students have been placed in campus drives in the past. Companies like TCS, Wipro, Sintel, Justdial etc.

### **Research and Publications:**

Students are being promoted to create software and robots through the incubation cell. Students have designed, an IoT-based robot, to assist doctors in the medical field, particularly during the COVID-19 pandemic. The system utilizes an Arduino UNO board to control a robotic arm equipped with servo motors. Wireless communication is established through a Bluetooth module, enabling control commands from an Android app. This innovative solution aims to support healthcare professionals and enhance their efforts in providing effective and safe care to patients.

Besides teaching learning activities, almost all teachers indulge themselves in their academic growth such as participating in FDPs, Seminars, Conferences, Workshops etc. Some of them have also published books on academics which have been well received in academia. Teachers have enrolled and completed various certificate courses of NPTEL (SWAYAM). Director of the institute have been awarded '**Educator of the Year Award**' by Hong Kong.

### **Co-curricular Achievements:**

**Leadership Roles:** SSBES' ITM has always initiated to provide leadership skills among students by providing the platform of various clubs and inducting students name in various committees. It showcases student's ability to take on responsibilities, lead teams, and make a positive impact on the college community.

**Community Service and Volunteering:** Co-curricular achievements can include active participation in community service and volunteering initiatives, demonstrating a student's commitment to social responsibility and civic engagement. NSS is the best platform for students to achieve remarkable success in shouldering social services. NSS wing has organized number of activities ranging from organizing blood donation camps to executing cleanliness campaigns.

**Creative Activities and Sports:** '**Penta-Fest**' an annual social gathering which runs for 5 days has played a crucial role in the lives of the students where they have exhibited their creative talents which encompass performing arts such as role plays, dramas, music performances, dancing, singing etc.

Students also participate in debate, poster, reciting poetry competitions etc.

The uniqueness of this **Penta-Fest** is that students themselves raise the funds by visiting different institutions/organizations to promote and advertise their products, or shops. Various sports competitions are held during Penta-Fest. On the day of Grand Finale Students are being felicitated with awards and certificates by the hands of reputed personalities from Nanded district. To promote Cultural and Diversity Initiatives, institute achievements involve organizing cultural festivals, diversity awareness events, or promoting inclusivity on campus, showcasing a student's commitment to fostering a diverse and inclusive college environment.

Academic and co-curricular achievements in SSBES' ITM contribute to personal and professional development, enhance the college experience, and provide a competitive edge in the job market. These achievements demonstrate students' intellectual growth, leadership skills, teamwork, creativity etc. to personal and social development. It is important for students to strike a balance between academic and co-curricular pursuits to have a well-rounded college experience.

<b>File Description</b>	<b>Document</b>
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

Shri Sharda Bhavan Education Society's INSTITUTE OF TECHNOLOGY AND MANAGEMENT, NANDED is truly a distinct institute imparting Managerial and IT skills to the students of Marathwada region which is relatively a backward region of Maharashtra State. It is proud to witness the kind of growth and progress our pass out students do. At the time of admission, students hailing from villages and vernacular mediums with only pass class but they transform themselves and appear in university toppers list and bag gold medals as well. This has become a tradition of SSBES' ITM to produce outstanding students and this institute is renowned in the region. Our alumni are working all over the world which is proud moment for the institute.

### **Concluding Remarks :**

The institute is one of the leading institutes in the region and has celebrated silver jubilee of excellence. Institute focuses on academic excellence of quality teaching-learning process in a conducive environment.

Implementation of curriculum along with the development of all technical aspects, essential soft skills, and human values that make them competent professionals, as well as life-long learners, is the outcome of all efforts.

We make the students well-informed, committed, participative, motivated, and curious. Promote the educational environment with research & proven educational techniques.

The varied backgrounds and extensive experience of the Assistant and Associate professors at SSBES' ITM offer insightful perspectives that make it easier to polish each student's unique abilities to the highest degree and play a crucial part in determining the student's personality, knowledge, and profession.

Institute is continuously putting all out efforts for tie-ups in various fields like industrial visits, Field Work, Project work etc.

Institute is striving hard for Placements with the help of our alumni. And most of the time this has helped place many of our students through the generous hands of our alumni.

Continual interaction with businesses and research institutions, active cells and committees for the growth, welfare, and development of students and staff, periodic assessments and ongoing evaluation, ongoing efforts for quality excellence through participation and organisation of seminars, workshops, and training programmes. Active student associations in every department for the development of students' overall personalities.

In the last few years, female students are outnumbering male students, signifying that college provides a safe and secure place for women. We take pride in announcing that the institute is ragging-free, single use plastic free, and strive to conserve natural resources with all its efforts.

The college is proud of many of its alumni who have made a mark for themselves in various spheres of academics, media, politics, public services, business entrepreneurship, corporate and film industry.

We work hard to develop not only globally competent professionals but also globally accountable citizens in our students.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p><b>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)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :14</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																																								
2.1.2	<p><b>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</b></p> <p><b>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>304</td> <td>276</td> <td>315</td> <td>302</td> <td>261</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>260</td> <td>259</td> <td>248</td> <td>259</td> <td>213</td> </tr> </tbody> </table> <p><b>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>371</td> <td>371</td> <td>383</td> <td>381</td> <td>377</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>371</td> <td>371</td> <td>383</td> <td>381</td> <td>377</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	304	276	315	302	261	2021-22	2020-21	2019-20	2018-19	2017-18	260	259	248	259	213	2021-22	2020-21	2019-20	2018-19	2017-18	371	371	383	381	377	2021-22	2020-21	2019-20	2018-19	2017-18	371	371	383	381	377
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2.4.1	<p><b>Percentage of full-time teachers against sanctioned posts during the last five years</b></p> <p><b>2.4.1.1. Number of sanctioned posts year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18																																			
2021-22	2020-21	2019-20	2018-19	2017-18																																					

47	45	45	39	39
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
37	35	35	29	29

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

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)**

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)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	0.18	00	00

Answer After DVV Verification :

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

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
05	10	14	04	01

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
05	09	14	04	01

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

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



Answer before DVV Verification :  
 Answer After DVV Verification :07  
 Remark : DVV has made changes as per the report shared by HEI.

**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:

2021-22	2020-21	2019-20	2018-19	2017-18
42	33	34	25	28

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
42	33	34	25	28

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
686	422	291	302	286

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
580	416	324	234	251

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

**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:

2021-22	2020-21	2019-20	2018-19	2017-18
42	33	34	25	28

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
42	32	34	25	28

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

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>19</td> <td>21</td> <td>21</td> <td>21</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>20</td> <td>22</td> <td>21</td> <td>22</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	19	19	21	21	21	2021-22	2020-21	2019-20	2018-19	2017-18	19	20	22	21	22
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