

SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

JSPM NARHE TECHNICAL CAMPUS

S. NO. 12/2/2 AND 14/9 NARHE, TAL. HAVELI, DIST. PUNE, PUNE

411041

www.jspmntc.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

An environmental friendly green campus, “**JSPM Narhe Technical Campus**” (JSPMNTC) was established in 2011. The Institute is approved by AICTE, New Delhi and is affiliated to Savitribai Phule Pune University (SPPU), Pune.

The Institute being a technical campus offers UG programs (Bachelor of Engineering) BE in Civil, Computer, Electronics & Telecommunication and Mechanical Engineering. PG programs (Master of Engineering) ME are offered in Computer, Electronics & Telecommunication and Mechanical Engineering. It also offers PG programs (Master of Business Administration) MBA and (Master in Computer Applications) MCA.

JSPMNTC provides one umbrella to create engineers, managers and masters by providing innovative teaching methodologies. The underlying vision of the JSPMNTC is to nurture creativity thereby encouraging their students to follow an unconventional path. Our Institution is always keen on the development of students personally and professionally, to take up future leadership roles in field. JSPMNTC is committed to high-quality education along with the ICT based infrastructure in each department. The Institute is transforming teaching learning process from traditional to digital mode using smart screens and Learning Management System (LMS) such as MOODLE. Along with the academic development of students, Institute is focused on development of skills such as social, soft-skills, technical and personal. For social work institute promotes the students to participate in various activities such as Clean Pune-Green Pune campaign, Road Safety Rally, Blood Donation Campaigns and Tree Plantations. The National Social Scheme (NSS) cell of the Institute is active in social activities such as assisting the Police as and when needed i.e. during Traffic Awareness campaigns among citizens, in crowd controlling during festivals in Pune etc., visit to orphanages, village adaptation, assistance to blind students for railway examination etc. For personality development Institute facilitates to arrange various seminars on communication enhancement skills, trainings on how to face interviews. For weekly counseling of the students, separate counselor is appointed by the Institute which helps students to overcome their issue if any.

This year institute achieved “Gold Category” in AICTE-CII survey of industry linked technical education. The Institute is also ISO 9001:2015 certified.

Vision

“To satisfy the aspirations of youth force, who wants to lead nation towards prosperity through techno-economic development.”

Institute vision reflects “The main goal of the institute is to empower youth to grow into responsible citizens who can contribute to the society from regional to the national level. This can be achieved and fulfilled through wide and varied programs planned. The transformation in society can be achieved by giving quality education to the youth for the prosperity of the nation.

Mission

“To provide, nurture and maintain an environment of high academic excellence, research and entrepreneurship for all aspiring students, which will prepare them to face global challenges maintaining high ethical and moral standards.”

Institute mission reflects “The Institute is committed to produce competent and skilled professionals ready to accept global challenges by maintaining pace with changing technology.” In addition to this, students are motivated to maintain high ethical and moral standards by providing value added quality education to them.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- JSPMNTC is integrated campus with learning environment for budding engineers, managers and masters.
- Committed and dedicated faculty for the development of students.
- JSPMNTC is situated in Pune and affiliated to Savitribai Phule Pune University, Pune which is one of the top Universities in India.
- Green and environmental friendly campus.
- A unique facility on campus for digital content development.

Institutional Weakness

- Sparse consultancy activity.
- Interaction with few international universities.

Institutional Opportunity

- Encourage consultancy and research activity.
- Increase student exchange program at National and International level universities.
- To receive grants after accreditation.

Institutional Challenge

- To develop entrepreneurship skills among the students.
- Increase consultancy activity.
- Have more collaboration with institute of repute.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The criterion “Curricular Aspects” is mainly related to planning of curriculum along with development of multi-skills, feedback system and involvement of stakeholders in up gradation of curriculum which is also gauged.

Our Institute has successfully implemented the syllabus set by SPPU and has also shown their involvement of faculty members in University related bodies such as Board of Studies (BoS). The use of ICT tools such as smart integrated board, LMS (MOODLE) and smooth work flow through Academic Monitoring Committee (AMC) has made us unique and shows our adherence to the curriculum.

Add on programs are designed in such a way that the topics which are not covered in the curriculum and have importance are included and offered to the students.

To enrich the curriculum the topics related to Human Values and Professional Ethics, Environment and sustainability, Gender, flexibility is also focused by the Institution. We also offer value added courses to the students to enrich the curriculum. The students are promoted and encouraged to undertake internship or field projects sponsored by industry or research organization.

Feedback system is implemented in the Institute for continuous improvement and to provide quality education to the students. The feedback on curriculum is taken from various stake holders and corrective action is immediately taken if needed. All actions are recorded and the overall feedback system is kept transparent.

Teaching-learning and Evaluation

Admission of students at the Institute is centralized and directed by the DTE, Mumbai. Counseling is done for all the aspiring students regarding career, selection of programme, financial support and scholarships. Admission as it strictly adheres to the rules and regulations formulated by the Government and SPPU. Institute follows the guidelines of DTE regarding reservations.

Our Institute has strategy in place for differently-abled students, which comprehensively features approach of the organization towards giving first inclination to differently-abled students.

Student centric approach has led to good results at the University. Academic Monitoring Committee plans curriculum activity by referring, SPPU syllabus, external stake holder's feedback and gap analysis report for each course. Course objectives (CO) and course outcomes are defined in curriculum content; subject teacher maps Course Objectives (CO) with Program Outcomes (PO) and Program Specific Outcomes (PSO). HOD of all departments in the beginning of semester explains about assessment process embraced by the office for inner and college assessment. Subject teacher prepares diversified assignments to fulfill the needs of slow and advanced learners. Blooms taxonomy classification levels are properly tended to while planning of assignments. Organization has embraced an approach of conducting industry and academic expert lectures, VC lectures and Industrial Visits to cover all substance of educational programs. The institute provides material on the web, for example, eBooks, online diaries, NPTEL, Virtual labs and MOOC. ICT based foundation is made accessible for successful educating learning process.

In our institute the faculty members explains to students the subjects by correlating to real life examples. The best innovative tool our institute follows is the practical use of Yoga. The implementation of these Yoga practices in our Institute is a testament to the effectiveness of the students participating in State and National level competitions like FIRODIYA, SUPRA, BAJA etc. This type of competitions motivates the students to think beyond syllabus learning as they are able to reduce conflict, stress, anxiety and improved focus for learning.

Research, Innovations and Extension

The Institute has state-of-the-art research facilities. All the laboratories are well equipped with latest instruments and software. Institute has provision for ICT, e-learning resources, e-journals and high speed internet. Institute in coordination with IRC organizes seminars for faculty members to disseminating information about funding agencies and supports the interested faculty members in securing for research grant from various funding agencies, industry and organizations. Institute takes efforts in organizing seminars and workshops for research proposals and IPR.

Institute has collaboration with Industry, Organizations and Universities at National and International level. Institute provides ample opportunities to its students by organizing Industry Visits, University Visits and Internship at National level, which helps students to understand working standards and work ethics of industry and visits add to the knowledge of students in terms of understanding other culture, communities and languages.

The Institute also organized many social activities like Rally for Road safety, Beti bachao Beti padhao, Go Green, Save water, Blood Donation camps, Green Pune Clean Pune, Yoga and Meditation. Activities like Rally for Road safety, Beti bachao Beti padhao, Go Green and save water, where most of the faculty members and students of various departments of the Institute participated in association with Police department of Pune.

The social activities mentioned above helps students to acquire the attitude of responsibility towards society. Faculty members and students conducted many technical awareness programs like Computer literacy, Water testing, Using Mobile Applications, Waste management for neighborhood community by creating awareness about societal issues like Beti Bachao Beti Padhao, Save water etc, and socio development among the fellow citizens.

Infrastructure and Learning Resources

The Institution was established in 2011. Since then the Institution had ensured adequate availability of physical infrastructure. Institution has a well-designed infrastructure suiting the needs of higher education. The Institute offers UG programs (Bachelor of Engineering, BE) in Civil, Computer, Electronics & Telecommunication and Mechanical Engineering. PG programs (Master of Engineering, ME) are offered in Computer, Electronics & Telecommunication and Mechanical Engineering. The institute is also a technical campus which also offers Master of Business Administration (MBA) and Master in Computer Applications (MCA) programs.

Each of the disciplines are provided with built up constructed as per the requirements of AICTE in form of class rooms, laboratories, tutorial, seminar rooms, staff rooms and departmental library etc. Ramps, lifts are also available for differently-able students. Sports ground, indoor games facilities are provided by the Institute. In addition to this there are central facilities in the form of -planned spacious library with a of books, and digital materials, computing facility with sufficient number of systems with Firewall, LAN, Wi-Fi facilities, and licensed software as per requirements and hygienic canteen facility for students. The master plan provides an insight the vision of the institution. Residential facilities are provided for students with recreational facilities, and Wi-Fi facilities etc. The water facility and round the clock security is available. Institution is having a health care facility with service and also has a MOU with Specialty hospital.

The Institute has separate centralized cells for maintenance and upkeep of the infrastructure, campus facilities and equipments. Civil maintenance cell looks after the buildings and campus maintenance. Security agency is

appointed to maintain security and safety in the campus. Gardening team takes care of the plantation in the campus. Housekeeping agency maintains cleanliness and hygiene. Electrical and Electronics maintenance cell takes care of electrical, electronic gadgets used in day to day life. Laboratory equipment, computers and other gadgets are maintained internally. Adequate budget is allocated for sustenance and maintenance.

Student Support and Progression

JSPM NTC provides various facilities in the form of indoor and outdoor sports, encouragement for participation in co-curricular activities. Institute supports deserving students with financial assistance from the institute and assisting them to benefit from the State Govt. and Central Govt. sponsored scholarship schemes. More than Rs. 20 crores has been sanctioned through various schemes for more than 5571 deserving students in the last 5 years, to support the education of poor students. The institution publishes its prospectus, which highlight the courses offered by us, facilities available in the college, information about different committees of the college, college annual calendar, NSS, library facilities, sports activities, scholarships and free ship support system and career counseling, etc. The institute also publishes its annual magazine which highlights the student's curricular, co-curricular and extra-curricular activities. The controller of the examinations up skills the students about the examination and the evaluation system. The senior Professors address the first year students pertaining to research, consultancy & innovations and placement activities. The students get also informed about the social responsibilities and environmental awareness. The coordinators of co-curricular/ extracurricular activities like the NSS and sports activities inform the students regarding the ongoing events and its relevance. Professional Skill Development program was introduced as a mandatory course. As part of this course, students received training in answering aptitude and technical tests conducted by the industries. They also learnt soft skills such as presentation skills, group discussion and interview skills. The institute practices women empowerment and gender equality and has women development cell - anti sexual harassment committee and Grievance Redressal committee. Students from socially and economically weaker sections of the society and physically challenged get fair amount of attention in admissions, financial support, remedial coaching, transport facility and career counseling.

In addition to this the institute has membership of students in various administrative bodies of the college such as Grievance and Redressal Committee, Sports Committee and AMC of the College.

The institute has a registered Alumni association. The Alumni association contributes actively to the welfare of the institute.

Governance, Leadership and Management

To achieve the vision and mission of our institute, we follow and practice of decentralization along with participative management, formulating quality policies and decide upon the Perspective/ Strategic Plan. As per Perspective/ Strategic Plan institute provides teaching and learning environment by ICT enabled education ensuring outcome based education (OBE) as per SPPU syllabus. Management understands the need for decentralization for the progress of the institute. The roles and responsibilities of decision makers at various levels for various assigned jobs are framed by the Governing Body. Institute has planned to provide the financial support for augmenting the participation of faculties in conferences/ workshops. Also membership of various professional bodies is reimbursed to faculty members. The institute has been conducting FDPs since last five years to update their faculty member's skills. The institute has performance appraisal system in place. As per the guidelines of the UGC, performance appraisal system is developed and implemented in the institute. The

performance appraisal reports are assessed by the Head of the department, Director and Management. Annual increments and promotions are granted after the approval of the Governing Body (GB). Effective decisions taken by the management are incorporated in the proceedings of the BOG meeting.

The IQAC of the Institute was constituted in 2017. The IQAC is functional and its functions are extended to all the constituents units of the Institute in providing support on quality initiatives in matter related to academics, incentives, research and administrations.

Institutional Values and Best Practices

Along the lines of vision, institute provides equal opportunity to participate in the educational events for the male and female students. The safety and security of the institute is highly effective and robust, assisted by contemporary tools. The institute is mindful for environmental issues. The external agencies have been assigned to carry out the energy audit. The institute management authority is highly devoted towards making the campus eco-friendly by adopting necessary action on energy conservation by using renewable energy sources, rain water harvesting, waste water recycling by sewage treatment plant and e-waste management system, PUC center in the institute helps to maintain carbon neutrality and has adopted various green practices for making the campus clean, green and healthy. The institute continuously tries to generate environment awareness by arranging adequate number of programs and activities in regular functioning for social responsibility and some pressing issues such as gender equity, environmental consciousness, sustainability professional ethics and also the effective dealing of location advantages and disadvantages in unique way.

The institute imparts best practices in regular functioning for the development. The institute adopted Learning through competition and Yoga - Way to satisfy the aspirations of Youth Force best practices. Learning through competition imbibes skills development among the students to enhance the employability. Distinct financial assistance and resources availed by the institute for the Go-Kart and Supra activities. Yoga - Way to satisfy the aspirations of Youth Force. At JSPM NTC practice of YOGA and Meditation programs are conducted which aids in improving the overall performance, boosting confidence, focused attention, enhancing creativity and learnability that helps in developing student's leadership and team building skills.

Institutional Distinctiveness is Digital Content Development Centre. Digital learning solution satisfies aspirations of youth force through Techno-Economic Development by enabling them for anywhere and Continual Learning. This unique facility of Digital Content Development is available at our institute and the same is providing to other JSPM's group of institutes.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	JSPM NARHE TECHNICAL CAMPUS
Address	S. No. 12/2/2 and 14/9 Narhe, Tal. Haveli, Dist. Pune, Pune
City	Pune
State	Maharashtra
Pin	411041
Website	www.jspmntc.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	R. K. Lad	020-24608701	9850214835	020-24608888	director_ntc@jspm.edu.in
Professor	Sulochana Balwant Sonkamble	020-24608724	9420071223	020-24608702	programcoordinator_ntc@jspm.edu.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	13-07-2011

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	13-07-2011	24	Letter of Approval is for two years and Extension of Approval is for every Academic Year

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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Recognitions

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	S. No. 12/2/2 and 14/9 Narhe, Tal. Haveli, Dist. Pune, Pune	Urban	3.5	21825

2.2 ACADEMIC INFORMATION

NAAC

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Engineering And Technology	36	Diploma in Mechanical Engineering	English	120	115
UG	BE,Engineering And Technology	48	HSC	English	60	28
UG	BE,Engineering And Technology	48	HSC	English	60	56
UG	BE,Engineering And Technology	48	HSC	English	120	96
UG	BE,Engineering And Technology	48	HSC	English	120	45
UG	BE,Engineering And Technology	48	HSC	English	120	78
PG	ME,Engineering And Technology	24	BE	English	24	5
PG	ME,Engineering And Technology	24	BE	English	24	6
PG	ME,Engineering And Technology	24	BE	English	24	5
PG	MBA,Management	24	Graduate	English	120	120
PG	MCA,Mca	36	Graduate	English	60	38

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	15				30				98			
Recruited	8	2	0	10	15	4	0	19	70	28	0	98
Yet to Recruit	5				11				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				32			
Recruited	0	0	0	0	0	0	0	0	21	11	0	32
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				46
Recruited	36	10	0	46
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				36
Recruited	25	11	0	36
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	8	2	0	12	3	0	0	0	0	25
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	3	1	0	91	39	0	134

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1926	7	0	0	1933
	Female	320	4	0	0	324
	Others	0	0	0	0	0
PG	Male	204	5	0	0	209
	Female	113	2	0	0	115
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	73	53	35	23
	Female	12	13	9	6
	Others	0	0	0	0
ST	Male	0	4	3	0
	Female	1	2	1	0
	Others	0	0	0	0
OBC	Male	119	94	130	77
	Female	17	9	12	6
	Others	0	0	0	0
General	Male	247	212	246	258
	Female	57	46	67	68
	Others	0	0	0	0
Others	Male	67	51	56	37
	Female	9	6	9	4
	Others	0	0	0	0
Total		602	490	568	479

3. Extended Profile

3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response: 454

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
13	13	14	14	12

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2564	2359	2436	1972	1330

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
360	384	408	408	341

File Description	Document
Institutional data in prescribed format	View Document

Number of outgoing / final year students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
573	581	492	346	114

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

Number of full time teachers year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
186	175	177	123	79

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of sanctioned posts year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
186	175	177	123	79

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 40

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
568.74867	513.17863	703.9269	816.6065	1291.59412

Number of computers

Response: 652

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

Response:

Planning of academic year is done by preparing academic calendar with reference to University calendar. The suggestions and corrective actions taken by Internal Quality Assurance (IQAC)/Academic Monitoring Committee (AMC) during earlier academic year are also taken in to account. For effective delivery and transaction of the curriculum Institute takes initiative through faculty preparation, departmental preparation and laboratory preparation. During preparation it is ensured that the system will work as student centric and outcome-based education system. As per Training Need Analysis (TNA), required training is imparted to the faculty members well in advance so that they can practice the same. The workload distribution and portfolio allocation is declared well in advance. The consumables required for laboratory are procured well in advance and record is maintained. Every faculty prepares teaching-learning and assessment plan and course file for smooth execution of teaching-learning process. The availability of all required teaching-learning material on Learning Management System (LMS) MOODLE is ensured well in advance. Sample Presentation of academic content in the department by the faculty members before commencement of semester is arranged and feedback from attendees is provided to concern to improve teaching quality. The required formats for maintaining the record and monitoring is provided to all faculty members. Academic Monitoring Committee (AMC) carries out pre-semester commencement audit. As per schedule the academic commences. All the students are enrolled for required courses on MOODLE thereby making learning material available to them; it helps the faculty member to maintain rapport with students. Before commencement of actual classes student orientation is organized to make them aware of their roles and the facilities available to achieve the required outcomes. Further students are classified as strong and weak learner based on their previous academic data. As per need separate assignments, extra and Co-curricular activities are arranged for them to full fill Course outcome (CO), Program Specific Outcome (PSO) and Program Outcome (PO). The provision for practice classes and remedial lectures are made as per needs. Due care is taken to provide exposures to the students about professional and industrial practices through interaction with various stakeholders. Various cells and committees existing in the Institute provide assistance and value addition to the programs. The overall monitoring of academics is maintained by Departmental and Institutional Academic Monitoring Committee (AMC). Evaluation of students is done on continuous basis and feedback of the same is given to the students. Additional resources like virtual laboratory and self-study laboratory are made available to the students.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years**Response:** 0**1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of the certificate/Diploma programs	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years**Response:** 5.41**1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	2	3	2

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility**1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years****Response:** 68.06**1.2.1.1 How many new courses are introduced within the last five years****Response:** 309

File Description	Document
Details of the new courses introduced	View Document
Any additional information	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 13

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 6.23

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
396	90	34	36	115

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

The need for environment is felt at every corner of life and is being demanded highly in present scenario. To deal with the issue of clean and green environment students are trained for designing eco-friendly products and processes through the specially designed subjects in the corresponding domains. To protect the environment and the economy we need to have appropriate products, processes and infrastructure which will help the environment conservation and the economy at large. To achieve the same the need of sustainability must be addressed by the Higher Educational Institutes (HEI) and thus the courses being offered by our Institutes are inclined towards sustainability. To project a fair and preferred national image at the global level it is required to exhibit the practices indicating human values and professional ethics. However, needless to say that practices will get exhibited through their adoptions in day to day practice which is reflected in our campus through curricular and extracurricular activities.

The strength of the nation and the satisfaction of the national gets exhibited under the circumstance of equal opportunity to all. The practice of principle can be observed in conduct of various activities in our Institute. The case of team formation or that of leadership does not discriminate the candidates based on gender or otherwise.

File Description	Document
Any Additional Information	View Document
Link for Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 28

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 28

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 19.54

1.3.3.1 Number of students undertaking field projects or internships

Response: 501

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

<p>1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise</p> <p>A.Any 4 of the above</p> <p>B.Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>Response: A.Any 4 of the above</p>	
File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

<p>1.4.2 Feedback processes of the institution may be classified as follows:</p> <p>A. Feedback collected, analysed and action taken and feedback available on website</p> <p>B. Feedback collected, analysed and action has been taken</p> <p>C. Feedback collected and analysed</p> <p>D. Feedback collected</p> <p>Response: B. Feedback collected, analysed and action has been taken</p>	
File Description	Document
Any additional information	View Document
URL for feedback report	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 1.47

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
46	31	31	23	24

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 54.77

2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
602	490	568	479	454

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
900	960	1020	1020	852

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 57.61

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
298	232	255	153	153

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

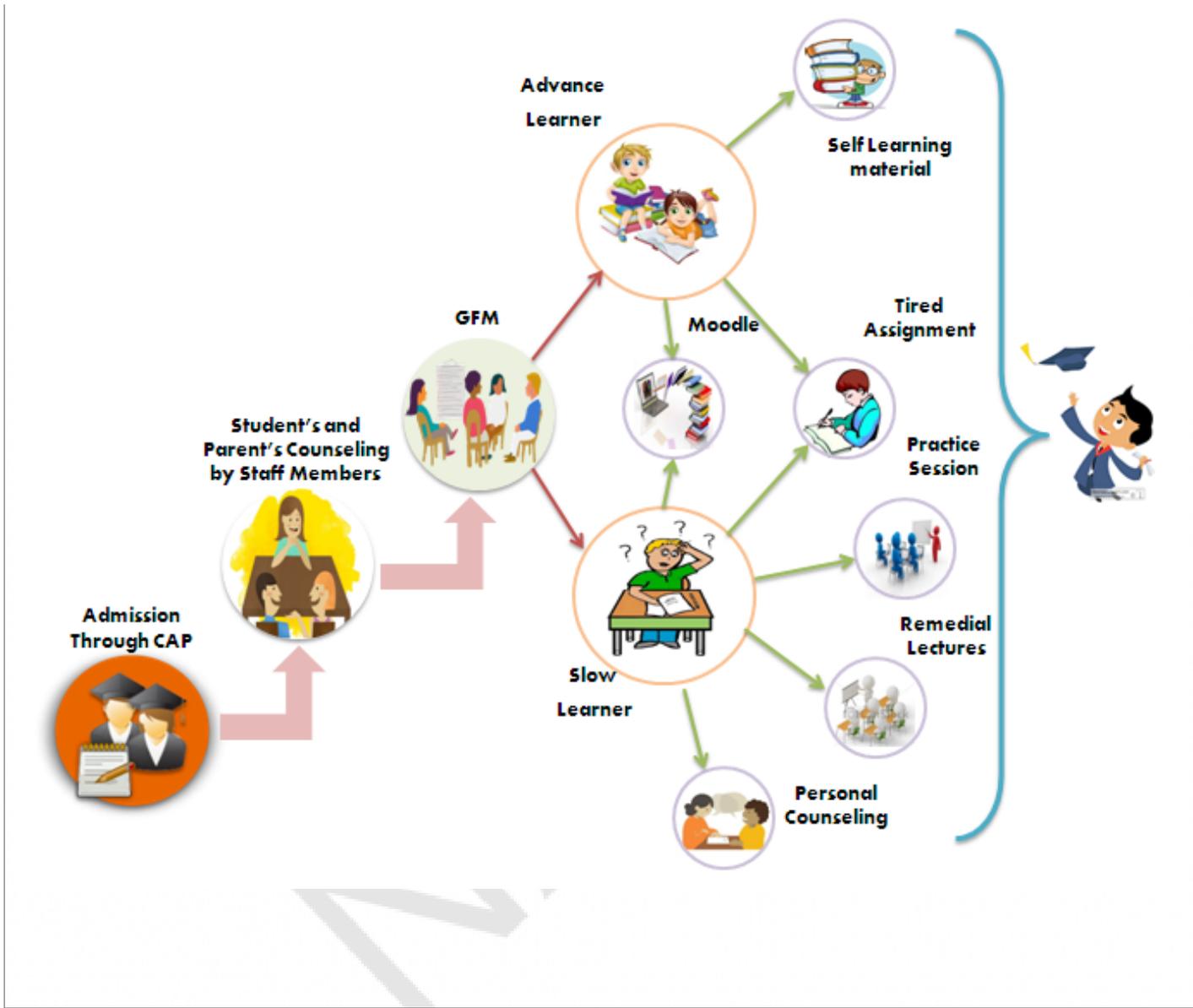
Response:

After admission, various initiatives are taken to identify the needs of students. The institute assesses student's needs prior to commencement of classes. Students are admitted through Centralized Admission Process (CAP) on the basis of MHT-CET and JEE examinations. The cut off marks of these examinations form the basis for assessment of students for learning.

During admission process, staff members counsel the students and parents for the requirements and scope of various courses. Group of 15-20 students are assigned to a Guardian Faculty member (GFM) to offer guidance and understand the background of the admitted students.

An ingenious and well documented process identifies the knowledge, needs and skills (KNS) of admitted students. After the identification of KNS, pre-requisite and introductory classes are conducted to acquaint them with the requirements of the course. After the categorization of students, advanced learners are given study topics at higher blooms level and advance topics are also made available through self-learning laboratories, assignments with other learning activities planned by expert subject teacher. The slow learners are guided through practice sessions, remedial classes and personalized counseling. Substantial learning material is provided to them via MOODLE ("Modular Object-Oriented Dynamic Learning Environment.")

As explained in figure admission process flow chart.



File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

<p>2.2.2 Student - Full time teacher ratio</p> <p>Response: 13.78</p>
<p>2.2.3 Percentage of differently abled students (Divyangjan) on rolls</p> <p>Response: 0.04</p>
<p>2.2.3.1 Number of differently abled students on rolls</p> <p>Response: 1</p>

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response:

Modular Object-Oriented Dynamic Learning Environment(MOODLE)is developed to make teaching learning process student centric.MOODLE provides a platform for the students to interact with teachers. The video lectures of the experts help the students to learn the concepts effectively.

Experiential Learning

Practical sessions help the students to learn the concepts through demonstration and experimentation to correlate the same during theory classes.At the end of every practical session, evaluation of experimental work of candidate is carried with mock orals.Students are encouraged to perform experiments independently to stimulate self-learning.Learning opportunities are provided by industrial visits, internship and practice sessions.

Our Institute has provided Virtual laboratories facilitate to our students and faculty which has been created by college of engineering pune (COEP) under the National Mission on Education through Information and Communication Technology (NMEICT)a project of MHRD New Delhi (<http://www.vlab.co.in/>). The students use this facility to explore their domain of interest.

It also helps to enthuse students to conduct experiments by arousing their curiosity. This would help them in learning basic and advanced concepts through remote experimentation.

Participative Learning:

Participative learning is coupled with interactive sessions, group discussions,NPTEL videos and participation in various competitions organized by society of automotive engineers(SAE)likeSUPRA; BAJA etc.Students also have been participating in State level competition like FIRODIYA regularly.This type of competitions motivates the studentsto think beyond syllabus learning.

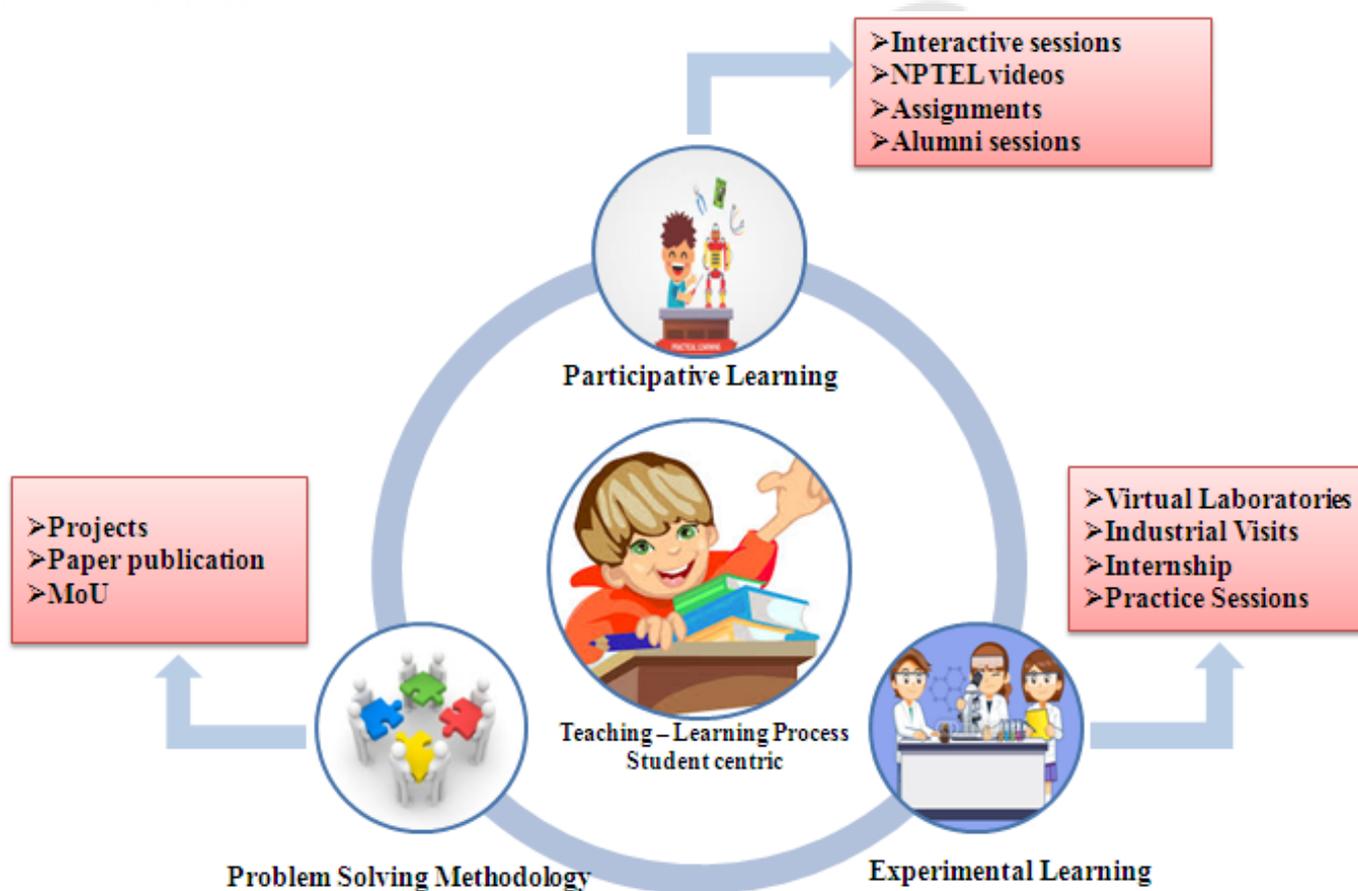
Guest sessions with successful alumni boost's interactive learning as guests share their experiences and the best practices followed in the industry which in turn helps the students to participate in the discussions and enhance their learning ability.

Problem Solving Methodologies

The methodology adopted for effective implementation of student centric learning in the institute is by providing them with web-conferencing facilities and giving them an exposure to the subject experts.As per

schedule the Projects by students are completed in their final year of engineering. These students are guided by expert faculty member having specialization in the respective domain. Students are encouraged to publish / present research paper in conferences / UGC approved journals based on their project work. Motivation is provided to the Students and faculty members by publishing their work in newsletters, wall magazine and their efforts are appreciated. Students are also introduced to technical workshops, seminars, and they get an opportunity to enhance their problem solving skills.

At regular intervals student's performance is monitored by formative and summative assessment during their academics by using tools like tests, assignments, mock orals , open book tests , project competitions and presentations , multiple choice question (MCQ) tests and their results shared with them to improve their skills and knowledge.



File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems

(LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 186

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 13.78

2.3.3.1 Number of mentors

Response: 186

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

In our institute the faculty members explain to students the subjects by correlating to real life examples. The best innovative tool our institute follows is the practical use of Yoga. Human body is the best engineering example. Every day first ten minutes of the curriculum includes yoga. Students are getting huge benefits with this activity initiated by the institute. Morning Yoga Practice connects students head and heart through the bridge of meditation which makes them enthusiastic and energetic throughout the day. Students have been more responsible, more focused, improve memory retention and most of all have a calming impact for stress management and anger management. Faculty members also take help of Yoga to explain the engineering concepts like in thermodynamics Heat transfer can be explained by Anulom Vilom practice. The implementation of these Yoga practices in our Institute is a testament to the effectiveness of the students participating in State and National level competitions like FIRODIYA, SUPRA; BAJA etc. This type of competitions motivates the students to think beyond syllabus learning as they are able to reduce conflict, stress and anxiety and improve focus and learning.

Self-learning laboratories at the department level are associated with the additional study material. Students can make use of these facilities to enhance their technical and professional skills. Laboratories in the institute are prepared as museum. The conceptualization of ideas, techniques along with projects,

working models, innovative charts and specimens are displayed in the museums. Recording studio is also available for developing innovative and creative teaching learning material.

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 8.65

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
16	15	13	9	9

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 6.18

2.4.3.1 Total experience of full-time teachers

Response: 1149

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 6.08

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	3	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 10

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
24	22	14	8	8

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

The process of continuous evaluation is employed through various tools like, assignments, online multiple choice questions, unit test and group discussion, practical and preliminary examination.

Continuous evaluation helps the student to deal with subject matter, alternative and creative solutions to situations and communication skills. Laboratory work assessment and mock orals are conducted regularly. This provides basis to judge student's performance. In addition to conventional method of evaluation, group discussion, field studies, debates, seminars, study tours, competition on different topics are used for indirect assessment. Result analysis of internal assessment is carried out to know PO fulfillments which help to improve the student's progress. Evaluation is based on outcome.

Multiple Choice Questions (MCQ's) online process has made it possible to convey each and every candidate about their exact performance. This has enhanced effectiveness, efficiency and transparency in the process. Unit test is one of the most used reliable tests to evaluate the performance of students. Continuous assessment is introduced for practical assessment. Preliminary Examination ensures preparation of students for final evaluation. These formative and summative approaches adopted by the institution to measure student achievements have resulted into,

- Better participation of students in teaching learning process.
- Improvement in Outcome.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety**Response:**

Transparency in the mechanism is ensured for internal assessment by third party review of activities like seminars and projects. Declaration of assessment along with specific remark provided to the students gives the justification of assessment. To ensure transparencies, model answers are made available to students through Moodle. The assessment procedure is verified by Academic Monitoring Committee (AMC) as per the specified policies and declared to the students in advance. Continuous assessment scheme is adapted for practical outcome assessment.

Robustness in terms of the mechanism:

The expected level of the outcome is specified and declared to the assessor to verify accordingly. Declaration of assessment method scheme and complete solutions of the assignments is provided.

Variety and Frequency:

At regular intervals assignments are given to students Unit-wise on regular basis. Practicals are conducted and their assignment is done immediately. Minor Seminars and projects are reviewed on weekly basis and Major seminar and projects are reviewed on monthly basis. Midterm test and Preliminary examination are held once during the semester. We also collect the academic feedback from students twice in a semester.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

Internal:

Grievance Redressal Cell (GRC) is constituted by the Director, which includes Chief Examination Officer (CEO), departmental examination coordinators and student's section in charge. Students can approach the Grievance Redressal Cell. The departmental examination

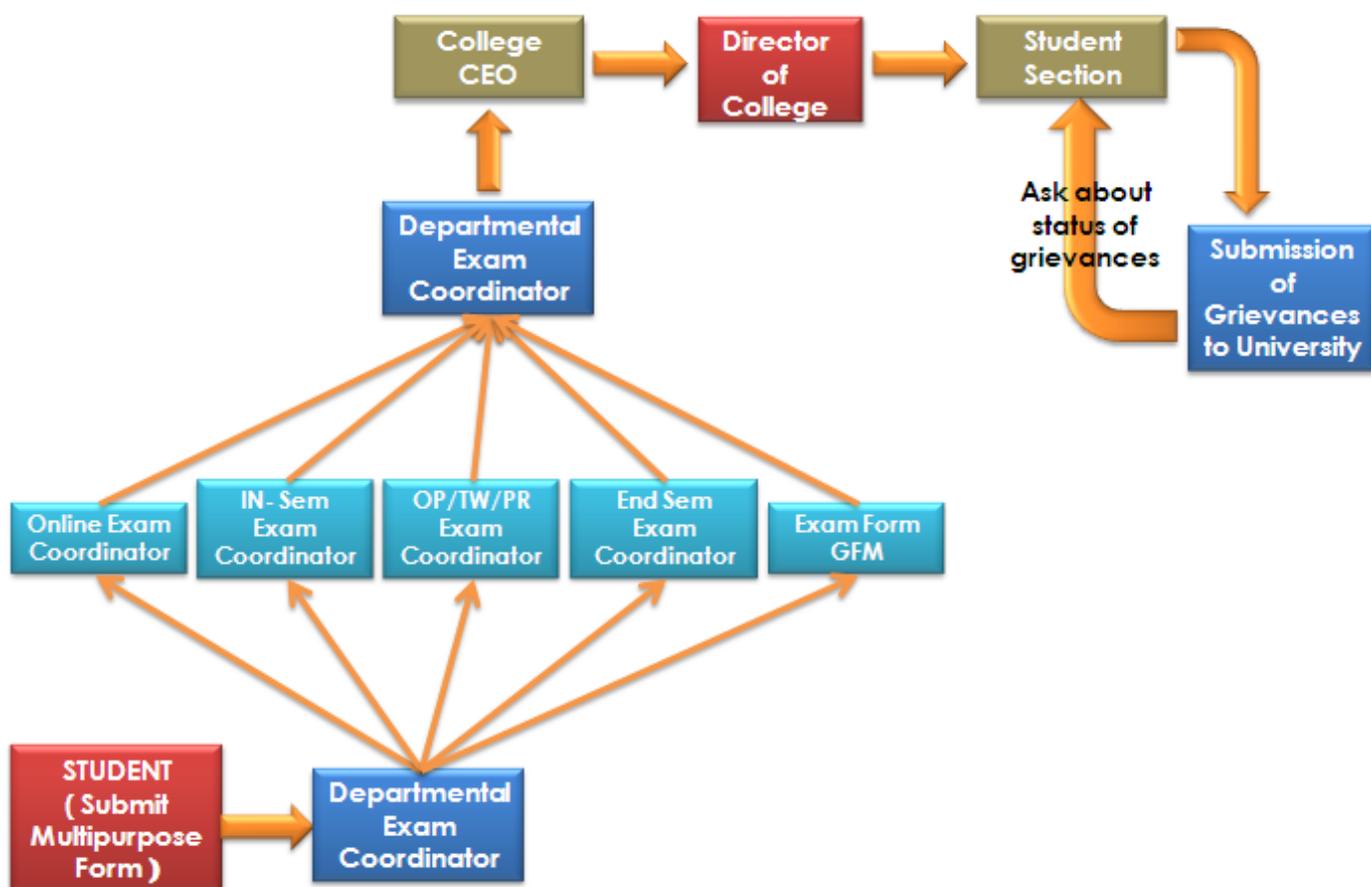
Coordinator of GRC supports and guides the students.

External:

In case of online examinations, if any technical problem related to system occurs; GRC

Member in consultation with CEO of the institute resolves the issue. During University examination, any query or doubts related to insufficient or incorrect data is conveyed to CEO.

The CEO discusses the matter with University representatives and corrections are conveyed to the students to avoid inconvenience to them.



File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

The academic operation every year is governed by the schedules provided by SPPU. The University prepares and publishes the academic calendar every year which includes plans for important year long curricular and co-curricular activities based on the available working/teaching days as per university norms.

The departments prepare their own academic calendar in line with institute's academic calendar and university academic calendar. It mainly includes curricular assessment schedule, academic technical events, list of holidays, unit test, online examination, oral / practical examinations and in-semester examination. The students are informed about time-table and academic calendar.

The department has Departmental Academic Monitoring Committee (AMC) which is responsible for monitoring and smooth conduction of the academic processes as per academic calendar. The departmental AMC reviews the subject wise performance of each faculty along with all the necessary aspects of teaching learning process like syllabus completion status, test performance, study material etc.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

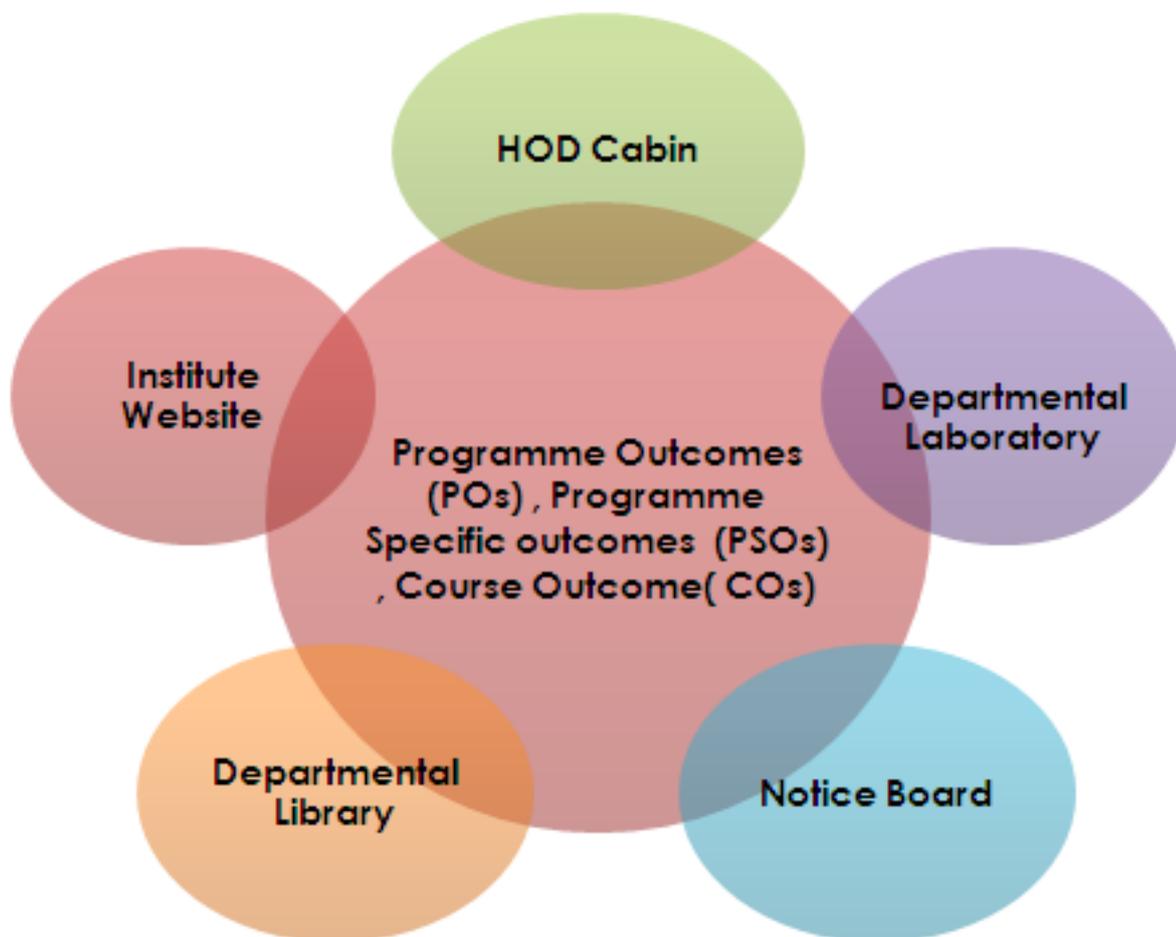
Our Institute has in place well defined crystal clear Program outcomes (PO), program specific outcomes (PSOs) and course outcomes for all programs well planned keeping in unison with institutes vision and Mission. All Faculty members are familiar with POs, PSOs of the programs as they are involved in PO and PSO formation process. HOD of all departments in the beginning of semester explains about Program outcomes and program specific outcomes (PSOs) and course outcomes for all faculty members keeping aligned with Graduate Attributes and Vision, Mission of the Institute.

POs and PSOs are displayed for teachers and students at following locations:

1. Institute web site.
2. HOD cabin.
3. Notice Boards.
4. Department laboratories.
5. Department Library

First Principal addresses to all the newly admitted first year students and their parents in the induction program. During this interaction session institute's vision, mission and program objectives are made familiar and explained to the students in general.

Every course teacher than discusses expected course outcomes with students at the beginning of each semester and in case of any doubts or queries raised they are resolved. The MOODLE is also used to convey the COs, PSOs and POs to the students and faculty members. Every subject teacher keeps the copy of POs, PSOs and COs in their course files.



File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

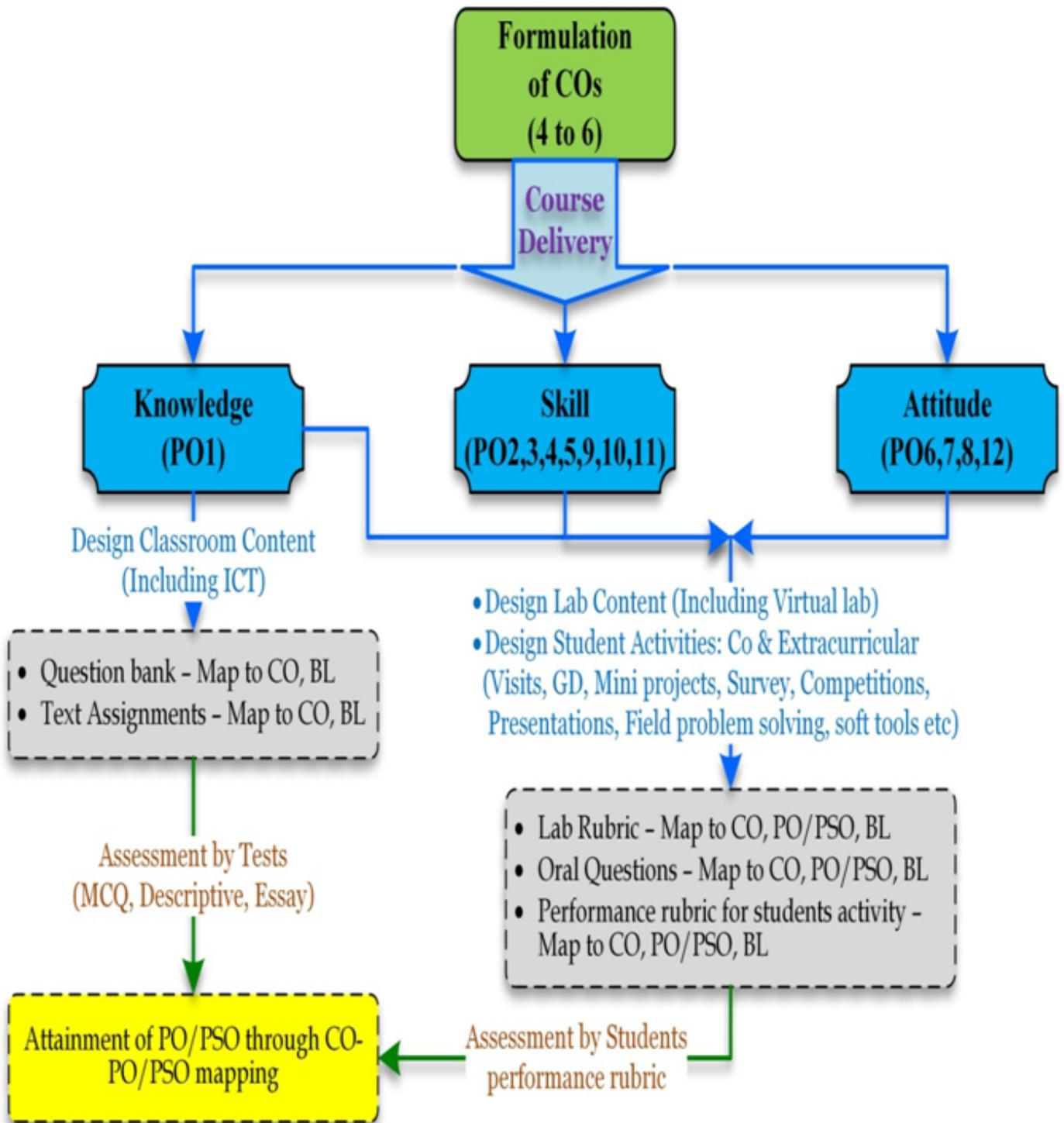
Response:

Following flow chart illustrates strategic approach for assessment of attainment of program outcomes, program specific outcomes and course outcomes. Each Course Outcome (CO) is mapped with POs/PSOs.

The course coordinator defines the policy for attainment of each CO through tests, mini-project, lab work and students activities. All questions of internal tests are mapped with COs. Being affiliated institute 60% weightage is for external tests and 40% for internal test. The performance of students in projects, lab work and student's activities are mapped with COs. Direct tools like test, projects, performance rubric and student's portfolio, the attainment of COs is evaluated at mid semester and end semester.

Through mapped COs, the attainment of POs/PSOs is evaluated. The indirect tools like course end survey, exit survey are employed to get perception of self-evaluation. For getting overall attainment of POs/PSOs, the weightage for attainment through test is 50%, weightage for attainment through student's activity is 40% and that for indirect tools through various surveys and feedback is 10%. The assessment processes resulting in attainments is evaluated by course and Program coordinators and are conveyed to the students and their parents. Based on the level of attainments, the action plan for improvement is suggested in next cycle.

NAAC



2.6.3 Average pass percentage of Students

Response: 85.52

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 573

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 670	
File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 26.1

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
12.845	8.250	4.250	0.550	0.200

File Description

Document

List of project and grant details

[View Document](#)

e-copies of the grant award letters for research projects sponsored by non-government

[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 0.54

3.1.2.1 Number of teachers recognised as research guides

Response: 1

File Description

Document

Any additional information

[View Document](#)

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.59

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 55

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 470	
File Description	Document
Supporting document from Funding Agency	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

A State-of-the-art Incubation centre has been established to nurture the current need of research, technology and knowledge based ventures. The Incubation centre focuses on research, keeping the pace with rapidly changing technologies and encourages entrepreneurship. Incubation center has vision to create entrepreneurial opportunities for students, through emerging technologies by supporting innovative action and successful startups.

One of the objectives of Incubation is to utilize the technical expertise and lab infrastructure of institute. Therefore, every company that is offered incubation at Incubation center has to select one faculty member from the Institute who shall act as a mentor to the incubated company and guide the company. The mentors would be experts in specific domains such as Technology, Finance, Business Strategy, Business Model, Intellectual property and Product Design. It provides a suitable platform to start up project for Entrepreneurs and top convert their innovative ideas into high quality project works. Incubation Center has empanelled mentors with rich and diverse experience and expertise in all the aspects of managing a successful startup company.

Main goals of Incubation center:

1. Provides the necessary support for Research and Development.
2. To encourage entrepreneurship and providing the necessary support to help entrepreneurs survive in the competitive market.
3. Incubation center build and share resources like space and infrastructure, mentoring, training programs to enhance the skills of entrepreneurs.
4. Providing internship for students to develop their knowledge and skills needed to make them

industry ready.

5. Conducting / organizing faculty development programs for faculties to keep them updated on evolving and rapidly changing technology.
6. Facilitate networking with professional resources, including mentors, experts, industry professionals, consultants and advisors.

Activities at the Incubation Center are steered by Director of Incubation Center, dedicated incubators, faculty members and management representatives. Incubation center in Institute has been setup to support start-ups and fledgling companies by providing our incubatees a fully furnished office which includes meeting room, conference room facility along with Internet connection, access to central library, all laboratories, Canteen etc with physical security.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 45

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
22	9	4	9	1

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
e- copies of the letters of awards	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 1.33

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 4

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 3

File Description	Document
URL to the research page on HEI web site	View Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 2.82

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
138	121	72	33	53

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

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

Response: 1.34

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

2017-18	2016-17	2015-16	2014-15	2013-14
121	33	14	25	5

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

The Institute always motivates staff and students to take lead for community developments as a social responsibility. Institute has joined hands with government department like Gram Panchayat ,Municipal Corporation, , Police department as well as general public, to know and resolve their local problems through technical solutions and aware society as well. Institute adopted nearby village under Unnat Bharat Abhiyan Scheme , where, Institute is organize / work with NGOs for activities like blood donation, pollution control, green city, clean city etc. to aware the student, about social responsibilities and expected contribution. The students are actively participating in all such activities and they have learned to groom a good citizen, ensuring their holistic development.

The Institute has organized various social activities like Rally for Road safety, Beti bachao Beti padhao, Go Green, Save water in association with Police Department of Pune. Institute has also organized blood

donation camps in association with various blood banks. Students of Institute actively participated in Vidyarthi Wata which served the people of various drought hit regions of Maharashtra by providing daily essentials like water, food and financial help.

Students are cultured with the attitude of responsibility towards society and to lead them to contribute for the nation building, through these social activities

Sr. No.	Activity	Impact on students
1	Save Water and Waste Management Shramdan, Tree plantation, Beti Bachao Beti Padhao, New Year Celebration With Orphanage, Use of SOS Keyboard.	Social development
2	Yoga and Meditation	Physical Development
3	Blood Donation Camp,	Emotional Development
4	Independence Day and Republic Day Celebration	Moral Development

File Description	Document
Link for Additional Information	View Document

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 20

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
8	4	4	3	1

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry,

Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years**Response: 57**

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

2017-18	2016-17	2015-16	2014-15	2013-14
21	14	8	7	7

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years**Response: 48.4**

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1473	2043	913	451	500

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration**3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job**

training, research, etc during the last five years**Response:** 458

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
140	51	73	111	83

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 49

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
13	19	8	7	2

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

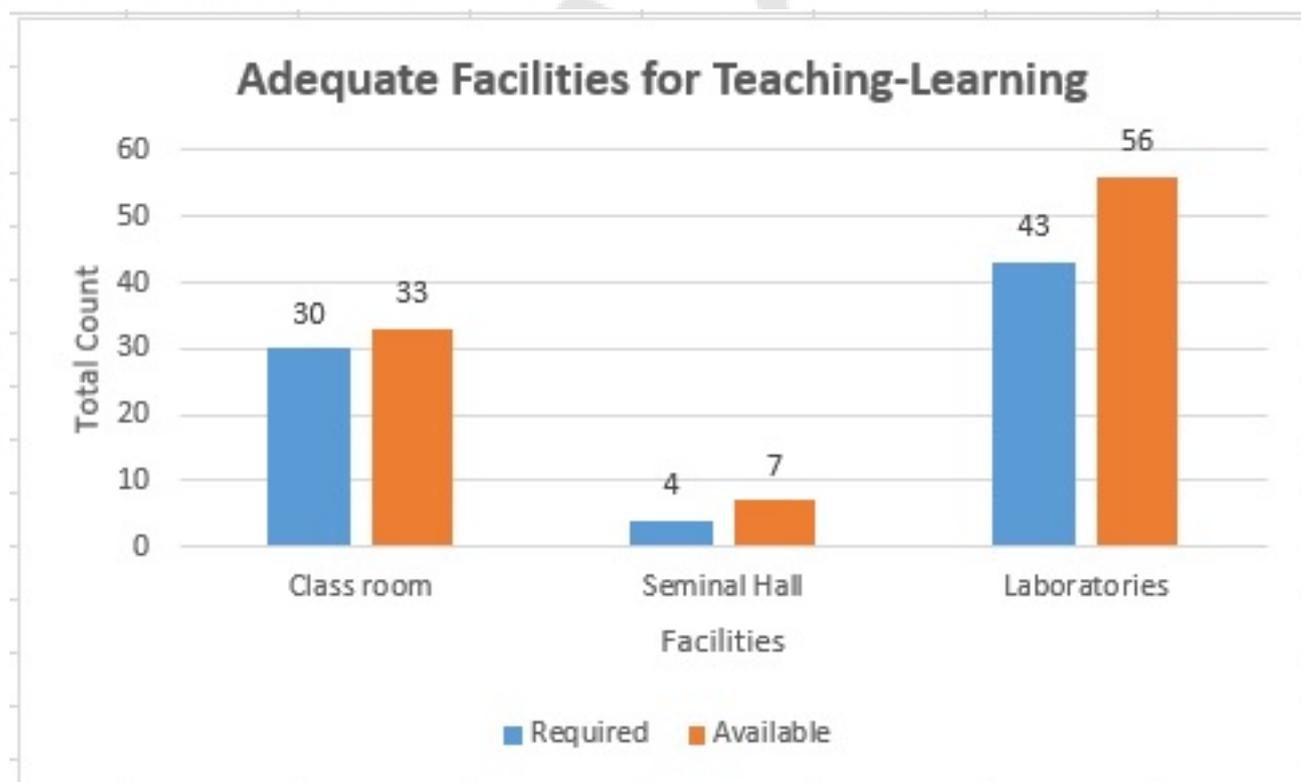
Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

JSPM NTC was established in 2011. Since then our institution has ensured adequate availability of physical infrastructure. Our Institute imparts mainly two post-graduate courses (MBA and MCA) and four courses (Civil Engineering, Computer Engineering, Electronics and Telecommunication Engineering and Mechanical Engineering). Institute has taken due care to make the infrastructure available as per the norms of AICTE such as classrooms, laboratories, tutorial rooms, seminar Halls, staff rooms, and departmental library. In addition to this, there are central facilities like central library and computing facility. These facilities are upgraded as per the requirement to meet the contemporary needs of academic programmes. The institute has a spacious and well-furnished library with a reading room and digital library. Institute is also having amenities and facilities such as well-maintained lawn, ramp, and lift facility for physically challenged persons. CCTV surveillance is available at all strategic locations. Generator back-up, sewage treatment plant, water purifiers, rainwater harvesting system, canteen, and sanitation facility are available.



File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities

Response:

There is a provision of indoor and outdoor sports facilities for students and faculties such as Table tennis, carom, chess, cricket, football, volleyball, Kabaddi, Kho-Kho, and basketball. All the students can participate in annual sports competition and social gathering held at the campus. The students can also participate in any competition as per their interest in sports and cultural events organized at university, and state/national level. For each of such activities, the concerned staff advisor guides the student for the participation. For every discipline, there is a sport and cultural coordinator for conducting extracurricular activities. There is a tradition of celebrating various cultural events annually. It is also customary to arrange state level competition for various technical events, viz. Technovision, attracting the participation of students from various colleges. The college level forum of Arts circle helps students to exhibit their artistic skill through the various state-level events such as Purushottam Karandak, Firodiya Karandak etc.



File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class,

LMS, etc

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 40

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
any additional information	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 1.53

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
10.68	9.86	11.57	12.55	8.53

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

Our institution is managing the day to day library transactions with Integrated Library Management System (ILMS). The library is automated using “Autolib” library software. Implemented barcode technology in the library for books and borrowers card.

Following are the details of ILMS:

- Name of ILMS software - Autolib
- Nature of automation (fully or partially) - Fully
- Version – Basic 1.0.0
- Year of Automation – 10th March 2011

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

Institute library is enriched with a good number of textbooks, reference books, handbooks, communication skills books, soft skills books and print journals. Institute library is a member of the National Digital Library (NDL) to access different manuscripts and Special reports. The library is equipped with rare books collection made available from Rare Book Society of India (RBSI). The library has a membership of British library, DELNET to access different knowledge resources. Apart from the standard books, the library has taken initiatives to enrich with e-resources like- e-books, e-journals related to the subject, to benefit students and faculty for their knowledge enhancement, research and exploring new things.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 30.88

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
21.85	20.74	22.07	52.97	36.75

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 10.51	
4.2.6.1 Average number of teachers and students using library per day over last one year	
Response: 289	
File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi	
Response:	
<p>The Institute has a dedicated System Administration cell to take care of hardware and internet connectivity, software installation, creating new software and their maintenance. System Administrator with his team is taking care of all the Planning, Designing, Product Evaluation, and Implementation work, along with the renovation of the old network infrastructure. Recently the Internet connectivity bandwidth is upgraded from 60 Mbps to 100 Mbps speed. Institute has internet security mechanism with cyberoam firewall software. Institute have dedicated servers for Learning Management System (LMS) like moodle.</p>	
File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

4.3.2 Student - Computer ratio	
Response: 3.93	
File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
>=50 MBPS
35-50 MBPS
20-35 MBPS
5-20 MBPS

Response: >=50 MBPS

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Any additional information	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 16.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
117.78	107.32	103.54	139.98	97.02

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

A. Mechanisms for maintenance and upkeep of physical, academic and support facilities:

- Adequate budget provisions are being made for maintenance. Cleanliness facilities are maintained and monitored by the Infrastructure and Maintenance committee. Up keeping of corridors, toilet blocks, and the landscape is also monitored by the Infrastructure and Maintenance committee.
- Periodically all the buildings are inspected and repairs are carried out as per the maintenance budget.
- Greenery (Lawns, Plants & Trees etc.) Stretches are maintained inside the campus.
- Lab equipment is being maintained with proper maintenance schedules, Breakdown, Routine, and planned maintenance.
- Computing facilities are maintained by System Administrator. Inspection and servicing activities are being carried out once in a semester. Licensed software's and open source tools are purchased as per requirement.
- The library is monitored and maintained by the library committee.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 63.67

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1858	1614	1507	1142	767

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 1.52

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
29	26	10	10	59

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling

- 3. Soft skill development
- 4. Remedial coaching
- 5. Language lab
- 6. Bridge courses
- 7. Yoga and meditation
- 8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 38.66

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

2017-18	2016-17	2015-16	2014-15	2013-14
1522	711	763	629	540

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 0

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

Details of the students benefited by VET

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** Yes**File Description****Document**

Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee

[View Document](#)

Details of student grievances including sexual harassment and ragging cases

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 49.81

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
215	303	278	186	56

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 4.19

5.2.2.1 Number of outgoing students progressing to higher education

Response: 24

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 42.01

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	6	13	4	0

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
92	105	13	4	0

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1 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) during the last five years.				
Response: 46				
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				
2017-18	2016-17	2015-16	2014-15	2013-14
5	18	17	0	6

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution	
Response:	
<p>The Students Council (SC) provides programs, activities and services which serve the co-curricular, cultural, social, recreational and educational interest of students at the University and Colleges. It contributes to the development of students' leadership skills and experience, program planning and development, volunteering, and fiscal management.</p> <p>Following is the narrative of functions and events conducted by various Committees:</p> <ol style="list-style-type: none"> 1.Student's Council: Under section 40(3) of Maharashtra Universities act, 1994, this council is established every year in the Institute and it performs its duties prescribed. 2.: This committee co-ordinates various cultural activities and events throughout the year. 	

“AKRUTI” is annual social gathering which showcases cultural talent of students. Our students participate in prestigious intercollegiate competitions such as Firodiya Karandak, SPPU Karandak every year under JSPM Art Circle and bag Prizes.

3. This Committee organizes inter-departmental sports events. Our students actively participate in various sports in inter collegiate, inter university, state level.
4. Annual magazine will be published by Magazine committee. Students express their talent in the form of articles, poetry etc. This exercise imbibes societal values in students.
5. **Technical Activities:** Every Department is having active Student’s associations like CESA (Civil Engineering Student’s Association), FESA (First Year Engineering Student’s Association), MESA (Mechanical Engineering Student’s Association), ETSA (Electronics and Telecommunication Engineering Student’s Association), and ACES (Association of Computer Engineering Students). These associations conduct various programs such as Expert lectures, Technical Quiz Competitions. Institute organizes an event Technovision every year which involves various technical activities like Paper Presentation, Technical Quiz, Robo War, Model Making etc. Each department organizes these events which motivate students to take part and enhance their technical ability. These events are recognized on State and National level. There are various committees for technical events like BAJA, SUPRA, Go-kart etc. Team of students’ carryout various tasks at National and International level.
6. **Library committee:** Student representation on the library committee is another avenue for the students to put up their demands about learning material which may include availability of material in time and quantity. Also, this representation helps the students to express the problems faced by them (if any) and utilization of library resources.
7. **Academic & Administrative Bodies:** The student representatives are in almost all academic and administrative bodies of the institute such as Departmental associations, Student’s council, Placement Cell, NSS, Student welfare.
8. **Role of Student Representatives:** Disseminate the data from the institute authorities to all understudies. Organizes Technical, Co-Curricular and Extracurricular activities. Organizes social events like NSS Camps, Road Safety Show, Green Pune Clean Pune, and Tree Plantations. To keep helpful and ragging free atmosphere in girl’s hostel and institute premises.
9. **EDC Cell:** EDC cell motivates the students to develop the entrepreneurship qualities and produce successful entrepreneurs along with leadership qualities to enhance the ethical business practices.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 20

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
15	25	28	16	16

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

The institute has a registered Alumni association numbered MH/1234/2017/Pune dated 28/08/2017. The Alumni association contributes actively to the welfare of the institute. The institute website also has provision to communicate with alumni.

Activities:

- i. Alumni meet is organized every year for maintaining harmony among the alumni and the institute.
- ii. Alumni are invited for many events in the institute to witness the progress and also to share their experiences.

The contributions of the Alumni Association for institutional, academic and infrastructure development are:

- Alumni meet provides common platform to establish links between the alumni, existing students and staff of the institute.
- Alumni assist current batch students by providing guest lectures and sharing their practical knowledge.
- Alumni guide students to pursue higher studies and career development.
- Alumni also provide assistance and cooperation to the institute for the growth and development of our institute in different ways like donating books to library, providing assistance in laboratory development, etc.
- Alumni Association has come forward to assist both in placement activities and quality improvement of both students and faculty members by concreting the relationship between industries and the institute.
- Alumni assist the student for the internship program.
- Guidance to final year students for selection of the industry oriented project work.
- Helping the institute for identifying and making available the Guest lecturers for the academic and

industry oriented development of the students.

- Contribution towards academic excellence and faculty development Guidance towards the student activities and student development.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5.4.2 Alumni contribution during the last five years(INR in Lakhs)

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: ? 5 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 5

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document
Report of the event	View Document

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

Vision of the Institute:

"To satisfy the aspirations of youth force, who wants to lead nation towards prosperity through techno-economic development."

Mission of the Institute

"To provide, nurture and maintain an environment of high academics excellence, research and entrepreneurship for all aspiring students, which will prepare them to face global challenges maintaining high ethical and moral standards."

The Vision and Mission are reflected in the effective leadership within institute.

Vision and Mission of the institute satisfy the need of the students by providing them quality education which will lead them towards development of the nation. The governance within Institute consists of governing body (GB), Local Management Committee(LMC) now termed as College Development Council(CDC), and Internal Quality Assurance Cell (IQAC) previously known as Academic Monitoring Committee(AMC).All of these work together to maintain an environment of academic excellence and position the Institute in preferred list of all stakeholders. The institute believes in delegating powers to different committees, cells and councils within Institute through strategic policies.

Weekly meetings of the Director and Heads of Department are conducted to discuss academic initiatives and review the progress in each field. Head of Department convey these academic initiatives to the faculty members in departmental meetings. The support of administrative staff is extended to students and faculty members for effective implementation of policies. The Director of the Institute ensures that there is participation of all stakeholders in different activities of the institute.

The plans of the institute are according to vision and mission of the institute. The short terms plans are designed and executed as per the guidelines of IQAC for satisfying the needs of the students. The various

activities undertaken by the Institute results in strengthening the youth by providing good quality of education.

IQAC formally AMC formulates perspective plan which is in accordance with the vision and mission of the Institute and if any major resolution comes through consensus of IQAC members then major decision is forwarded to governing body for approval.

Therefore the governance of institute is in tune with vision and mission of the institute.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The Institute delegates authority and provides operational autonomy to the staff members to work towards a decentralized governance system. The Institute delegates authority for efficient implementation of the policies regarding teaching load distribution and allotment of portfolios to different staff members. Also student assessment and evaluation is delegated to Academic Coordinator. The Director is always open to discussion with the teaching and non-teaching staff which, in turn, encourages the involvement of the staff for the improvement of effectiveness and efficiency of the Institutional progress. There are various committees constituted to manage different institutional activities.

Regular committees and designations of faculty members with roles and responsibilities to bring in participative management is as follows:		
Sr. No	Committee/Designation	Responsibilities
1.	IQAC Coordinator	Monitoring quality aspects of activities undertaken
2.	Academic Coordinator	Monitoring all academic activities on daily basis
3.	Guardian Faculty Member	Monitoring and motivating student activity individually
4.	Time Table Coordinator	Prepare time table of three years including all subjects
5.	Chief Examination Officer	Smoothly conduct internal exam and university examination
6.	Project Coordinator	Guiding students on Summer Internship Projects

Case study: Academic Monitoring Committee (AMC) Procedure

1. AMC monitors the teaching learning process. It prepares the academic calendar of the institute which is a reflection of University academic calendar that includes curricular, co-curricular and extra-curricular activities.
2. Academic calendar is meticulously planned and prepared in advance by AMC coordinator and

ensures the proper implementation of the academic calendar.

3. Head of the department is responsible for confirmation and observation of academic activities.
4. AMC coordinator confirm lab and course file audit, does defaulter counseling, takes action against findings, issues appreciation and show cause notice.
5. Departmental AMC does lab and course file audit before commencement of semester and in the middle of semester, random confirmation of attendance once in a month, ensures student and faculty uniform and ID card and takes action on defaulters and gives feedback to AMC.
6. Departmental AMC prepares daily attendance report of each class and submits it to AMC twice a day.
7. Class In-charge ensures smooth conduction of practical and lecture of class, Prepare roll call list, does result analysis, takes feedback and syllabus coverage after 15 days, does student counseling and undertaking two times and takes monthly attendance.
8. Class In-charge conducts average, weak and advance learner activity at class level and gives feedback to department AMC.

1. GFM does batchwise student list, collect students bio-data and conducts meeting with student to resolve their problems. The students whose attendance/performance is poor are identified by the GFM and the same is informed to the parents through telephonic conversation and by post.
2. GFM collects student participation certificate, undertaking, declaration and leave forms and keeps record of Parent meeting and gives feedback to class In-Charge.

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The institute has developed a perspective plan matched with vision and mission of institute for the development of the institute. This arrangement has been looked into according to the need of students and keeping in pace with the evolving requirements of instructive industry. This arrangement is particular and here and now activity situated arrangement for accomplishing foundations destinations.

Following are the main objectives and implementation

- To develop network with industries and institutions.
- Enhancing network with stakeholders- alumina, parents & academician/industry experts
- Development of digital platform for efficient & effective learning
- Train students to become entrepreneurs & increase no of entrepreneurs..

Providing digital platform for faculty and students institute has providing LMS, interactive content to empower ICT. As per objectives ICT based LMS is implemented for effective development and deployment of curriculum from the year 2016-17.

Example: Effective Use of ICT based tool for learning management (MOODLE)

MOODLE (Modular Object-Oriented Dynamic Learning Environment) is a learning management system that is being utilized by our institution to present information and learning experiences for the students. The Moodle platform is an Open Source Learning Management System, mainly aimed at improving the quality of teaching-learning experience and at enhancing flexibility slightly reducing class time. Moodle software is very useful to the Students, Faculty and Management for effective teaching-learning process. Everyone has his/her personal login id and password. Every faculty of the institute uploads study material on Moodle through their login. On Moodle every resource related to course is available like ebooks, notes, PPTs, Assignments, NPTEL Video links, NPTEL PDF Links, other Video links, Virtual lab links, research papers links, case studies, objective type questions, list of models and simulations links, links of MOOC, List of Industries related to subjects. Moodle also has interactive materials related to subjects beyond syllabus is available like chat room, forum, messaging for faculty and students. Feedbacks are taken from internal and external stakeholders on Moodle. The Students gives weekly and monthly feedbacks of his/her course. They also give feedback about their department. Faculty also gives feedback to respective Head of Department about department. Head of department gives feedback to faculty and Director. Administrative section also gives feedback of respective faculty to management.

File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The institute has an organization structure wherein the faculties are involved in various decision making bodies of the institute shown in Figure 6.1. Decision will be made by GB and CDC is disseminated by Director, Academic Coordinator and HoDs .

Governing Body:

- Governing Body is the apex body of the Institute constituted by Jayawant Shikshan Prasarak Mandal trust as per guideline of AICTE.
- The Body stipulates guidelines and directions for the programs, policies and processes of JSPM NTC based on societal needs.
- Meeting of Governing Body are conducted regularly to review the progress of institute also decides

priorities and focus areas for the development

Local Management Committee (LMC) (reconstituted as College Development Committee (CDC) as per UGC-2016 Act)

- Discuss the budget and financial statements and forward it to the Governing Body for approval.
- Review the workload of faculty and staff and recommend to the Governing Body the requirement of the faculty, staff and other posts.
- Discuss the result analysis and suggest corrective measures to improve academic standards through HOD, AMC, etc.
- Consider and make recommendations for the compliance of the report of local inquiry committee appointed by the affiliating University.
- Consider proposal for increase in intake, starting of new academic program, and forward it to the Governing Body.
- Discuss faculty and staff performance and recommend promotion, suitable appreciation of the deserving faculty and staff.
- Monitor faculty development, R and D activities, placement and industry institute interaction.
- Prepare detailing for expenditure not provided in the budget.

Director:

- Attending university meetings to stipulate the quality policies and action plans for quality educations and institute developments.
- Attending management meetings for development of institute and represent the institute
- Ensure that there is proper and effective operation of financial, planning and management controls.
- Prepare the institute budget.
- Arrange meetings with Head of Department (HODs) and AMC for effective review of policies and procedures which involve the institution, staff and students.
- Overseeing all personnel matters involving academic and non-academic employees including: recruiting, appointment, faculty evaluation, tenure, promotion etc.
- Motivates faculty members to achieve excellence in their field.

HOD:

- To ensure that the activities of the department support the college's objectives.
- HODs are the responsible authorities for the academic as well administrative activities in the department.
- Allocation of portfolios, coordinators and committees for smooth functioning of the department.
- Ensuring the effectiveness of faculty and staff members of the department by allocating them different portfolios responsibilities and administrative duties appropriately and guide them to

accomplish.

- Attending HOD meetings to represent the department and keeping department members informed about minutes of meeting.
- HOD nominates Guardian faculty Member per 20 students for overall mentoring of the students.

Faculty:

- Faculty member analyses the requirement of the subject from the perspective of knowledge and skills, accordingly put up the quality requirement before the department.
- To focus on teaching methodology.
- To ensure and motivate the students participation in various national and international technical conferences as well as research activities.

File Description	Document
Any additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	View Document
Any additional information	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Institute constitutes various cells/Committees to execute the academic plans and objectives.

Sr. No.	Name of the Committee
1	Academic Monitoring Committee
2	Research & Development Committee
3	Library Committee,
4	IQAC
5	Anti-Ragging Committee
6	Grievances Redressal Committee
7	Sports committee
8	NSS committee
9	Student Welfare Committee
10	Reservation Committee
11	Entrepreneurship Development Cell
12	Industry Institute Interaction committee
13	Anti-sexual Harassment/woman Grievance Committee

File Description	Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

- Group insurance scheme for teaching and non-teaching staff.(policy no-161000421P115741004)
- Various leaves available to teaching staff are vacation leave, casual leave, medical leave and maternity leave for ladies staff.
- Employee Provident Fund for staff.
- Loan facility is available for institute staff through Jaywant Multistate Cooperative Society.
- Ambulance service is available in campus.
- Institute provides uniform to non-teaching staff.
- Institute provides residence to non-teaching staff.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 15.25

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

2017-18	2016-17	2015-16	2014-15	2013-14
64	28	11	07	11

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document
Any additional information	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**Response:** 6

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
06	12	07	04	01

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years**Response:** 45.04

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
121	136	29	61	13

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff**Response:**

A performance Appraisal system is developed and implemented in the institute contents derived from API

forms of top institutions PAN India. The performance appraisal reports are assessed by the Heads of the department, Director and Management. Annual increments and promotions are granted after the approval of the Governing Body (GB). Effective decisions taken by the management are incorporated in the proceedings of the BOG meeting.

The score obtained in the performance appraisal system plays an important role in making decision about faculty appreciation. Faculties and staff are promoted as per their performances observed in the appraisal system. Based on performance appraisal system report additional incentives, awards and rewards are given to faculty members. Faculty with low score is personally counseled by the director along with respective HOD and if required deputed for FDP/training for improvement. Recently Institute has planned for implementation of 360 degree feedback and academic performance indicator (API) through online Moodle. Implementation of 360 degree feedback system gives the idea of feedback of faculty from the students, faculty to HOD, HOD to faculty, HOD to Director, Director to HOD and so on. The newly introduced academic performance indicator will be complimenting the previous exiting performance appraisals system to analyze the performance of an individual in line with UGC guidelines. The parameters considered for API are research, publications, contribution in institute welfare and development, professional development activities, co-curricular activities, development of course content in line with LMS delivery process.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

- The institute has developed and adopted a transparent mechanism for budgetary preparation, provisioning and auditing leading to effective utilization of resources. The institute has mechanisms for internal and external audit. We have our own internal audit mechanisms where internal audit is an ongoing continuous process in addition to the external auditors to verify and certify the entire income and expenditure of the institute each year.
- Qualified internal auditors from external resources have been permanently appointed and a team of staff under them do a thorough check and verification of all vouchers of the transactions that are carried out in each financial year. Likewise external audit is also carried out in an intricate structured way on quarterly basis.
- The institute accounts are audited regularly by internal and statutory audits. So far there have been no major findings/ objections. Minor fallacies of lacuna and oversight when pointed out by the audit team are immediately corrected / recruited and precautionary steps are taken to avoid recurrence of such errors in future.

File Description	Document
Link for Additional Information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 23.23

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
4.08	10.92	5.44	2.49	0.30

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The fund mobilization is done through student Fees collection, JSPM trust, government grants and scholarships, and sponsorships for infrastructure development and conducting co-curricular activities. The Top Management has a well-defined procedure to monitor effective and efficient utilization of available resources for infrastructure development and teaching learning process. All the major financial transactions are monitored by the Campus Director and approved by the President. Institute has also a well defined policy for handling the available financial resources. In the beginning of every academic year, the budget is prepared by various departments and sections in the prescribed format as per the circular issued by the Director. Budget for the departments is prepared by concerned HODs, in consultation with the department laboratory in-charges and concerned faculty. Accordingly, all the administrative and academic heads are requested to submit the budget required for the subsequent financial year. Along with this all coordinators of different cells viz., R& D Cell, Exam Cell, T&P Cell, NSS Cell, EDC Cell etc. are instructed to submit their budget to Director. Before preparation of budget all heads of department do consultation with their laboratory in-charges considering following factors during allocation of funds such as, requirements against removal of outdated equipments, new requirements as per change in curriculum, requirements for design of new experiment, etc. Final consolidation of the budget is carried out in consultation with the senior faculty members, seeking justification for the need of budgeted item and its utilization. The heads of department then submit their requirements and associated budget to the Director.

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

Response:

IQAC has mechanisms for auditing and adopting quality management strategies in all academic and administrative aspects. The best practices institutionalized as a result of IQAC initiatives are elaborated below:

1. Laboratory Enhancement:

In order to have enhanced laboratory facilities, IQAC has initiated “Laboratory Enhancement Scheme” with the aim of ensuring well equipped and well maintained instruments to facilitate students practical skill development. This scheme ensures timely maintenance schedules and availability of required tools and consumables as per curriculum. This practice also reduces the sudden breakdown of instrument/equipment due to lack of maintenance. Under the said scheme, operational charts are displayed to conduct the experiments on their own. The initiative also encourages the students and staff to perform experiments beyond the syllabus to bridge the industry-academia gap, results in propping up the innovative thinking process among the students. Further it resulted in more advantages, viz., making the students life-long learner by self-learning and thus system becomes more student centric.

1.360 degree feedback system:

IQAC, while developing strategies for quality enhancement, had a requirement to know about the impact of various policies followed in the institute and response from various stakeholders. To satisfy this goal, IQAC had developed a system of getting multiple feedbacks for taking the decision in the right perspective. The Institute deployed a 360 degree online feedback system through to ensure and improve the quality of teaching learning process. For the said purpose, feedback is collected from

*Students, *Alumni*Faculty self appraisal and self-evaluation

*Faculty – Vertical and Horizontal*Parents *Industry stakeholder

Institute takes students feedback online through LMS Moodle software deployed in the institute. The feedback questionnaire mainly focuses on teaching-learning aspects and a comment section where students can give their suggestions. After analyzing student’s feedback, instructions are given to individual faculty members and it is used for improving the quality of Teaching-Learning-Process. Counseling of the teachers is done by senior professors to make corrective actions.

All the stakeholders are invited to visit the campus and various infrastructural facilities, interact with the faculty to obtain necessary information on the overall performance and quality of institution. Parent Teachers meetings are conducted to inform academic performance, to provide and derive constructive suggestions, to enhance student abilities and the overall performance. Training and Placement cell gives feedback and suggestions to heads of department for student performance improvement, understanding training needs of students, conducting such trainings and thereby improve the placement percentage. Institute considers all stake holders feedback while planning the activities. Industrial stakeholder’s

feedback/suggestions on curriculum development as well as infrastructure facilities add valuable input for designing the training modules preparation.

The student's feedback, parent teacher meeting and alumni suggestions have largely helped in evolving the appropriate strategy for quality education.

NAAC

File Description	Document
Link for Additional Information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

1. Enhancement of course file content:

IQAC has adopted the student centric approach for teaching-learning process, with the aim to cater to

custom based teaching to individual student after analyzing his/her academic needs. Therefore effective teaching is ensured to students and it results in better learning process. This approach helps to improve the academics of every student. The effectiveness of teaching-learning process is further enhanced by improving quality and effectiveness of course material. IQAC has recommended to develop enhanced course file through 'Academic Monitoring Committee' for students with different learning capabilities considering learning needs of students. The course file contains following points which cover many categories of teaching and learning tools.

- Tiered assignments, work book, case studies to understand and easily connect with the concepts.
- List of Online resources, links of research papers to provide latest updates and ongoing research trends of the topic.
- PPTs, NPTEL / other video links, list of Models, virtual labs and list of Simulations to visualize and experience actual concept and applications. The important part of the course file is teaching learning and assessment plan. It contains teaching methodologies being adopted, the references used, scheduled dates for teaching particular topic, teaching activities, activities expected from students during teaching, information about the assessment methodology and tools being adopted by the faculty. This information provides opportunities to the requisite stake holders, viz., faculty members, department, institute and the students to prepare themselves well in advance so as to achieve the expected outcome.

2. Use of interactive digital teaching learning resources:

Institute has adopted teaching-learning process as student centric system. This demands changes in available teaching-learning material. The major challenge to make available teaching-learning material for students was to train faculties to develop the corresponding material. The required training is imparted to the faculty through 'FDPs'. The required infrastructure for developing such teaching learning material is made available at the institute. This infrastructure includes high end multimedia PCs, software like Moodle, web cameras, etc. With the available resources faculty members have designed and developed interactive teaching-learning material suitable for student centric system. The adaptation of these resources has exhibited improved interest of faculty members and students in updating the course content. Students were observed to be involved highly in learning process which reflects the success of this improving teaching learning material adaptation. The need of advance learners is also taken care by making the facility available to them for registering and attending various MOOCs as per their interest and recommendations by the concerned faculty members. This has provided opportunity to the advanced learner to get certified through global agencies and has widened the possibility of getting employed with the best employer.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 4.2

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
07	06	03	04	01

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
- 2.Academic Administrative Audit (AAA) and initiation of follow up action**
- 3.Participation in NIRF**
- 4.ISO Certification**
- 5.NBA or any other quality audit**

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document
Annual reports of institution	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

The institute is undergoing NAAC accreditation cycle 1. The institute got ISO certificate for maintaining quality process. The incremental improvements in quality enhancement initiatives are a result of strategic planning and a larger vision to become globally competitive. Stratified multi-tiered structure that enables seamless vertical and horizontal mobility of students is thought of to enable to create the desired intellectual, economic and social value. The implementation framework is student-centric to inculcate innovation and choice, an incremental ICT architecture that will increase access, equity and quality. With well planned expansion and a student centric learning driven model of education the desired objective is achieved. The spectrum of enhancement for a span of 2013-2014 to 2017-2018 is as followed:

1. Academic Improvement

Student performance evaluation started with university exams, gradually added the components internal examinations, mock and practical exams and industry sponsored interdisciplinary projects. Teaching learning approach evolved from traditional to student centric to self-learning. Chalk-board teaching to OHPs to LCD projectors PPTs to LMS to smart boards. Student interaction uses a mix of mentor system and ICT tools, social media, MOODLE. Faculty contact hours are improved to 24/7 availability through LMS MOODLE and social media.

1. Administrative Improvement

Portfolio allocations along with university examination duties, offline student feedback to software based to 360 degree feedback through LMS Moodle system with able support of AMC monitoring system. API indicators usage for faculty performance evaluation and improvement. IT infrastructure development through usage of high end systems, software, Wi-Fi and smart boards. Library to E-library and digital access.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 13

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	2	2	2	2

File Description

Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

Institute is mindful of a process that aims to integrate gender equality into the regular rules, procedures, and practices. Institute ensured that, all students feel safe within the campus. Institute has appointed security guards who guard the institute 24 hours and maintain a secure environment within the campus. Institute is having separate boys and girls hostel with separate biometric facility for the safety. No student is allowed to go outside without prior permission of hostel rector after 7 pm. Students who want to go outside the campus during lecture hours need to take gate pass signed by the concern authority, which ensures the student safety. CCTV cameras are installed within the campus at various locations to monitor the movement of students. Each departmental Lab is facilitated with first aid box.

Institute conducts awareness programs for the gender sensitization among students through different cell, such as Anti-Sexual Harassment, Women's Grievance Cell, and Anti-Ragging Cell. These cells conduct gender equality and sensitization programs regularly. The names of the committee members with their contact numbers are displayed at various section of the Institute. Following gender-related programs are carried out in Institute.

1. Institute conducted "Save Girl" rally for giving awareness in the society regarding gender sensitivity.
2. Awareness Programs are conducted to prevent sexual harassment within the campus.

Members of sexual harassment prevention committees, take care of any misbehavior of students in the Institute campus. If any incident happens this committee will resolve the issue. Institute level general secretary and ladies representative are selected and every department is having student ladies representative (LR) to represent the girl's problems.

Counselling of students plays a vital role for overall development of the students. A separate counseling session is conducted by counsellor for the students at each department. Institute introduced GFM (Guardian Faculty Member) system to address personal problems of students. The main objective of the GFM is,

- To provide academic counseling,
- To enlighten the students on professional ethics and conduct
- Establishing rapport between teachers, student & parents

Institute provides separate boys and girl's common room as well as rest rooms. These rooms are facilitated with TV and maintain privacy especially for girls.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 27.76

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 100000

7.1.3.2 Total annual power requirement (in KWH)

Response: 360275

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 24.95

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 30000

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 120240

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

- **Solid Waste Management:**

An ample quantity of biodegradable waste is generated from the institute canteen during the day to day activities. This waste is collected and is dumped in a compost pit, which is then used as fertilizer for the plantation in the institute premises.

- **Liquid Waste Management:**

Institute is having sewage water treatment plant of capacity 500 m³ and it is working on the principle of “Activated Sludge Process (ASP)” of Moving Bed Bio reactor. It purifies 80 m³ sewage per day. Treated water is utilized for non-drinking purpose like gardening, cleaning of floors and pathways in the campus.

- **E-Waste Management:**

The Institute has E-waste management mechanism through which the problem of E-waste is resolved by appointing authorized E-Waste management agency. Students are encouraged to reuse the components from scrap in their projects. Institute participated in the E-waste collection drive and collected a large quantity of E-waste dated 27th March 2017. In this way, the institute contributes to minimize the environmental issues related to global warming.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The collection of rainwater from the terrace area, proper networking of pipes has been done. These pipe connections are allowed to carry the water upto bore well through proper wire mesh at the outlet of the pipe. These wire mesh acts as a filter media. The rainwater over the large terrace of area 340 m² is collected in the bore well which is around 1,90,500 liters per annum.

The collected water has been used for maintaining lawns using sprinklers and for tree plantation along the periphery of the lawn and also within the campus. Water from the bore well, regularly being used for cleaning purposes within the institute.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Green audit of the campus is conducted at our institute. The main objective of an energy audit is arriving at the present level of energy consumption and recommendations for reducing the energy consumptions.

Usage of Public Transport, Bicycles: The students and staff, who are residing near areas, make use of bicycles. Institute provides bus facilities to the faculty members and students from all corners of Punearea.

Pedestrian Friendly Roads: The Institute has well-defined pedestrian roads as to facilitate the easy movement of the students within the campus.

Plastic Free Campus: The Institute is an active participant in the Government of India's most prestigious project of "SWATCHH BHARAT ABHIYAN". The Institute has displayed boards in the Campus, to make the campus plastic free.

Various measures adopted for this purpose:

- Installation of separate waste bins for Organic waste & Inorganic waste separately.
- Usage of paper tea cups in the Institute canteen.
- Display of boards in the campus for Plastic Free campus.
- are available in various locations in our campus.

Paperless Office:The Institute office circulars and notices are sent through e-mails.To realize paperless office, the institute is using Moodle system and e-connect where the digital copies of office records can be stored and accessed from anywhere.

Green Landscaping with Trees and Plants:

The Institute has a beautifully maintained Lawn. It is spread over an area of 4088.75 m². Plantation covers in a college area maintain the lower temperature within campus as compared to the outside. This is helpful for maintaining the healthy and peaceful environment in the campus.A separate maintenance cell is available for preserving the lawn and trees. Every environmental aspect is duly taken care by this cell.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 2.29

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
18.03785	15.96459	16.42434	13.91361	14.73719

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 8

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
01	02	01	02	02

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 8

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
03	01	01	02	01

File Description	Document
Report of the event	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 33

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
07	09	11	02	04

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Every year, the Institute organizes activities relating to national festivals, birth/death anniversaries of great Indian personalities, in respect of the following events:

Dr. Babasaheb Ambedkar birth anniversary
 Mahatma Gandhi birth anniversary
 Mahatma Gandhi death anniversary
 Sir Vishweshwaraiya birth anniversary
 Mahatma Jyotiba Phule birth anniversary
 Republic Day
 Independence Day
 Swami Vivekanand birth anniversary
 Dr. Sarvepalli Radhakrishnan birth anniversary.
 Chatrapati Shivaji Maharaj birth anniversary
 Savitribai Phule birth anniversary

File Description	Document
Any additional information	View Document

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Institute maintains the complete transparency in its financial activities. Institute has an approved fees structure from Fees Regulating Authority and which is revised periodically by the authority. Institute administration section gives equal importance to all students. The administrative office maintains complete transparency in its dealings. Our administrative department gives acknowledgment to the student when they receive documents from the students. Accounts department gives a proper receipt to students for the fees remitted by them. Institute prepares a budget for all the expenses, and balance sheet of the institute is audited every year. We have two stationary shops inside our campus which provide subsidized rates for the students. Institute has fixed timetable for all the courses and also prepares academic calendar per semester. Our institute has canteen and provides the quality food with affordable rates for students and the internal stakeholders.

File Description	Document
Any additional information	View Document

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

- **Best Practice I:**

1.: Learning through competition.

The institute devotes to imbibe skills development among the students to enhance the employability and the various skills such as leadership, marketing, time management, team building, team work etc. The technological changes in the world need to trigger and match the pace of engineering education.

2. Objectives:

- To develop the design skill and problem solving capabilities.
- To increase the team building activity.

- To improve leadership quality and management skills.
- To enhance employment and entrepreneurship ability.
- To improve decision making ability.
- To enhance manufacturing skills of students.
- To improve marketing skills.
- To enhance purchasing and costing capabilities.
- To identify the appropriate tools for various operations.
- To select appropriate manufacturing process.

3. Context:

Institute's vision is to impart quality education and to minimize the gap between theoretical and practical knowledge in tune with the vision, priority and thrust, the institute consistently provides motivation, support, and platform for students to inculcate entrepreneurial, leadership, project management and multidisciplinary skills for enrichment of technical competency. Institute is distinctive in providing global platform to student's team to participate in national and international competitions like go-kart and supra, this platform helps students to deal with conceptualizing, designing, fabricating and testing the prototype which helps to minimize gap between theoretical knowledge and practical knowledge. The institute provides necessary financial assistance and resource every year to strengthen such activities.

Due to regular schedule of academics selecting the right candidates and formation of the team for the activity is really a tough task due to shortage of time. In spite of busy academic schedule and shortage of time we had to put in extra hours for the manufacturing of Kart. Design of various components as per rule book is a challenging work. Non availability of machines such as Hydraulic bending machine, Notching machine, Laser cutting machine leads to delay in manufacturing activity. Non availability of testing track. Non availability of fixture for steering testing. Wire harnessing and its mounting is a big challenge in this activity. In spite of all these challenges the team put in their best efforts and provided solutions to all these faced challenges. The entire project is completed in the stipulated time frame and also ready to participate in the competitions.

The teams of **“Black spanners” (Go-kart) and “Iron Head” (SAE Supra)** are in action since 2015. This team participates in various national and international events. Teams consistently are representing our institute in various national level events.

4. The Practice

All students are informed well in advance by circulating notice regarding formation of team. Schedule of interview is displayed on notice board. Interested Students are interviewed to identify their various technical skills such as hands on design, manufacturing, documentation, modeling, presentation, analytical capabilities. Based on interview results team of passionate and enthusiastic members are finalized. Team is divided into various department's such as design, manufacturing, transmission, brake and documentation. Once departments are finalized various tasks are given to them. Various components are designed as per the criteria laid by rulebook. Selection of material is done based on design and analysis. According to material required, availability of material is checked in the market and quotations are invited from vendors for selecting appropriate vendor. For Cost optimization of the project we compare all quotations of different vendors. Thus we select the specific vendor with good quality material and finalize. Initially we manufacture the chassis of Kart by considering ergonomics and safety of driver. Various mountings such as bumpers, engine, driver's seat, steering wheel, brake are mounted on chassis. After mounting various

components on chassis we perform various tests such as impact tests, crash tests, turning radius tests etc. Along with these tests we also perform tests such as skid pad, acceleration, autocross and brake tests on road. Based on tests results we identify drawbacks and provide solutions to overcome the drawbacks. After carrying out multiple tests and implementing the solutions we conclude our Kart to be fit for the competition. We register for various National and International competitions which are organized all over India.

General flowchart of event activities is as follows,

5. Evidence of Success:

- We have won "Best innovation award" at Trinity College of Engineering Pune in 2015-16, which indicated the innovative capability of our team and showcased their team building ability.
- We have won "Best CAE award" at Zeal College of Engineering Pune in 2016-17, which indicates enhancement in analytical skills of students.
- Endurance 1st runner up in Zeal Drag 2.0, at Zeal COE Pune in 2017-18, which indicates enhancement in design and foresight of the team to ensure the smooth operation of the kart.
- Semi-finalist in International Series of Karting, Vishakhapatnam in 2017-18, which showed our outstanding design skills and capabilities and also boosted the moral of the entire team and showed their entrepreneurship abilities.
- Participation in SAE Supra organized at International Buddha Circuit, at Delhi during 2017-18, which indicates their foresight to compete at national level and exhibit their excellent design work.
- The success of Go Kart and Supra activities has shown the decision making ability of each team member.
- Selection of appropriate manufacturing method and carrying out various operations indicates enhancements in manufacturing skills.
- Presentation of business plan leads to development in marketing skills.
- Selection of right vendors leads to enhancement in purchasing and costing capabilities of the students.

6. Problems Encountered and Resources required:-

- Design and analysis of various components in compliance with rule book was a big challenge due to cost effectiveness and viability of the project.
- We had to ensure that the components, materials selected for the project must be reliable, durable and within budget, as such Selection of materials for various components was a big challenge.
- Due to time constrain and also selecting the right member for creating the Best Team for the project screening of the right candidates for their best skills was Critical and challenging task.

- Team members also had to be trained in the shortest period of time due to given stipulated time frame.
- Due to Non availability of machines such as Hydraulic bending machine, Notching machine and laser cutting machine at Institute, getting these tasks done from outside agency consumed lot of time which lead to delay in manufacturing activity.
- Due to tight academic schedule and time constrain Short time span is available for the activity.
- For technical guidance skilled and experienced faculties from various specializations are required.
- For Design and Simulation of Various components high end design softwares like ANSYS, Hyper-mesh etc. are required to be installed to check the feasibility of the components.
- Various machines and machine tools such as welding machines, grinding machines, drilling machines are required for the manufacturing of the components of the kart.
- Skilled and technical manpower is required.
- Standard Design Data Books and Reference books of various subjects are required.

7. Motivation:

- Students get an opportunity to display their talent, technical skill and managerial skills.
- Awards and appreciation from various national and international organizers.
- Appreciation by Faculties and college management.
- Distinct financial assistance and resources availed by the institute for the Go-Kart and Supra activities.

- **Best Practice II:**

1.: Yoga - Way to satisfy the aspirations of Youth Force.

The Sanskrit word "YOGA" actually means "union with the divine".

Institute practices YOGA and Meditation program which aids in improving the overall performance, communication, boosting confidence and focused attention, enhancing creativity and learnability that helps in developing student's leadership and team building skills. Most importantly, it helps in creating harmony and a sense of belongingness in the college campus, amongst students, teachers and the management.

2. Objectives:

- To inculcate Ethics & Moral values in student paving the way for improved academic performance.
- To enhance the ability of the students to handle stressful conditions.
- To improve relationship between teachers & students.
- To develop an attitude of sensitivity & sensibility towards their living environment (i.e. Hostels / Campus).
- To create an opportunity for the students to develop their inter-personal skills, bond with others & learn teamwork.
- To aim at balance, flexibility, and stamina, strengthen muscles and connective tissues enabling good posture.

3. Context:

Education is to prepare a person for life. To an experienced educationist, it is a well-known fact that the age group of 18-30 years is extremely crucial. This is the age where issues of career, relationships, peer/parental pressures, and anxiety about the future, come to the fore simultaneously. For a youth bogged down by these issues, academic performance and development to their full potential suffers. Educational institutions, thus, have the primary responsibility to not only inspire students towards a higher vision but also create a strong sense of bonding between the institution and the students to nurture a stress free holistic environment. This Institute Yoga program aims to develop a strong value based, stress free & violence free society. The goal is to bring a everlasting change in the mindset of students so that they become competent engineers with the spirit of professionalism and responsible citizenship.

Human body is the marvelous machine created by Almighty God.

In our institute the faculty members explain to students the subjects by correlating to real life examples. The best innovative tool our institute follows is the practical use of Yoga. Human body is the best engineering example. Every day first ten minutes of the curriculum includes yoga. Students are getting huge benefits with this activity initiated by the institute. Morning Yoga Practice connects students head and heart through the bridge of meditation which make them enthusiastic and energetic throughout the day. Students have been more responsible, more focused, improve memory retention and most of all have a

calming impact for stress management and anger management. Faculty members also take help of Yoga to explain the engineering concepts like in thermodynamics Heat transfer can be explained by Anulom Vilom practice. The implementation of these Yoga practices in our Institute is a testament to the effectiveness of the students participating in State and National level competitions like FIRODIYA, SUPRA; BAJA etc. This type of competitions motivates the students to think beyond syllabus learning as they are able to reduce conflict, stress and anxiety and improve focus and learning.

4. The Practice of Yoga

Yoga is an age-old art but is relevant in present times more than ever before. When it comes to benefits of yoga, this is just the tip of the iceberg. It has multiple gross and fine rewards which can help you live a healthy and joyful life. In JSPM NTC Campus, students are first made aware of Yoga activity through introductory sessions every year. Yoga classes are offered to all the students of institute far before than the launch of Yoga Day by Modi Government. A full time yoga master is also available in the campus. In our institute, a slot of yoga is added in daily curriculum. Every day first 10 minutes of the curriculum includes yoga. Experienced faculties teach yoga to the students with the right way. Students are getting huge benefits with this activity initiated by the institute. Morning Yoga Practice connects students head and heart through the bridge of meditation which make them enthusiastic and energetic throughout the day. Yoga is tangible. Through yoga students build strength, endurance, confidence as well as the mind-body connection. Yoga having stress-relieving powers on students with the practice of asana, meditation and breathing exercises. There are numerous forms of Yoga and each has its unique style, goals and set of exercises and discipline required to achieve both mental and physical benefits.

Few yoga exercises that are practiced in campus are as below:

1.	Type of Yoga Exercise	■	■
1.	Warm up exercises	Before starting any exercise its very to warm up our body like we do before using machine	Improves body stability Give nice message to all inn
1.	Free Body Stretches	For attaining comfort in all types of body parts movement	Improves body flexibility, b correct aligning of the body
1.	Anulomvilompranayam	For enhancing breathing pattern	Improve concentration and student in present momen mind to focus and concen attention span
1.	BhastikaPranayam	For making breathe longer and stable	Improves lung capacity and which automatically boost and removes anxiety and ne
1.	Meditation	For calmness and peaceful nature of mind and body	Makes mind calm and st stress, attains perfect balan heart and increases Self-C



Fig.1 Photograph showing yoga practice in standing position (TADASAN)at JSPM Campus



Fig.2 Photograph showing yoga practice in sitting position (Butterfly-Aasan) at JSPM Campus.



Fig.3 Photograph showing yoga practice in standing position (Veerbhadrasan) at JSPM Campus.



Fig.4 Photograph showing yoga practice in standing position (Veerbhadrasan) at JSPM Campus.

5. Evidence of Success:

Apart from studies, the implementation of this best practice has made students to begin other activities too which is good for their well-being and for the society too. It has empowered our institution to lay the foundation for future professional success of our students to create leaders of tomorrow.

i.Improvement in understanding concepts

The students practiced yoga understood the concepts even more deeply and performed better in academics

.As the subjects are linked with yoga practice, concepts have become more easier for them to understand. Students have talked of decreased stress levels and being more at peace to study, resulting in an increase in percentage.

ii. Boosting Memory

Along with stress, anxiety and negative thoughts are sidelined through meditation, Yoga brought thoughts that you need to be focusing on for boosting memory.

iii. Longer Attention Span

Active students might have a tough time sitting down to focus on studies. With regular yoga sessions of 20 minutes a day, students have been shown to be able to focus longer on study. The yogic environment and principles encourage the mind to focus and concentrate on one thought while gently setting aside distractions.

iv. Improved Posture

Sitting hunched over a desk for long hours leads to chronic pain and reduces breathing capacity. Yoga has made students more aware of their body and trained their muscles to align correctly. Correct aligning of the body allowed them to function with a minimal amount of energy. The practice of Yoga has brought a positive change in mood and attitude, increased energy levels and the ability to focus on what is required by setting aside distracting thoughts in a student.

v. Increases Self-Confidence And Self-Esteem

Students have been able to self-assess the changes and they feel positivity. Yoga brought clarity of thoughts and effective decision making which has helped students for cracking aptitude test and group discussions successfully. Students have been found very effective in handling stressful conditions during personal interview. This confidence attained is then carried into the real world as well along with strength, compassion and acceptance.

6. Problems Encountered and Resources required:

YOGA practice is supposed to do by empty stomach so morning session is required for it. As curriculum includes minimum six subjects to be covered per week hence time table is engaged tightly with academic curriculum activities. But students require immediate break after yoga practice as they feel very hungry. So involvement of one more break in timetable has become little difficult.

File Description	Document
Any additional information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Institutional Performance in Digital Content Development to Its Vision, Priority and Thrust:

Digital learning solution satisfies aspirations of youth force through Techno-Economic Development by enabling them for Continual Learning and from any location any time on any platform and any device.

Traditional Educational Resources such as Textbooks, Workbooks and PowerPoint Presentations are flat and are old methods while some advances have been made, such as introducing more video into classrooms and introducing additional practical e-based learning activities.

The benefits of educational content that are developed are interactive based on digital environments that utilizes multiple tools within the platform in order to go beyond increasing engagement in students and decreasing upkeep costs for institutions. Students who engage with digital learning environments that are thoughtfully designed and presented in innovative ways are more likely to retain more information and perform better academically.

Diversifying content presentation brings the tools beyond a simple “book behind glass” concept and allows learners to interact with content that otherwise might have been a static image in a textbook (whether analog or online) or a slide in a PowerPoint presentation.

Some of Interactive Content Development Objects:

- Course Presentation
- Interactive Video

- Memory Game
- Flash Cards
- Image Pairing
- Image Sequencing
- Image Slider
- E-Book
- Time Lines
- Drag and Drop
- Fill in the Blanks
- Questionnaire
- Quiz
- Impressive Presentation

Deploying these tools within an app allows students to connect with, experiment, quiz themselves on and dive deeper into the content presented. By implementing interactive tools in educational content development and production, great learning apps can be created for any subject, discipline or learning level and can serve a diverse range of student populations.

Facilities Available:-

Video Recording Studio

Video Editing Studio

Learning Management System For Dissemination of Content Developed

Activities Carried out For Training of Faculties for Content Development and Workshops Conducted for Content Development:-

1. A 2-Days Workshop for Interactive Content Development
2. Aptitude and Reasoning Video Lecture Capturing and Content Development
3. Interactive Content Creation Workshop for First Year Engineering Courses
4. Video Lecture Creation for Basic Electronics, Engineering Mathematics-II, Strength of Material

Process, Steps and Role and Responsibilities In Development Of Digital Content Development

Subject Coordinator

- a) Adoption of UGC model curriculum for UG course.
- b) Subject Mapping -Overview on Papers/Topics/Modules.
- c) Identification of Subject Experts and allotment of Papers/Topics/Modules.
- d) Vetting of Academic Script provided by Subject Expert.
- e) Review of Modules, Coordination with Subject Expert for the completion of assigned modules.

Subject Experts

- a) Participation in orientation workshops.
- b) Finalisation of Papers/Topics/Modules in consultation with subject coordinator.
- c) Preparation of Instructional design and strategies for e-content production.
- d) Providing module-wise Academic Script along with other elements of the e-template such as Module Mapping, Objectives, Summary, Downloadable Text, Case studies, FAQ's, Assignments, Quiz, Tutorial, References, Glossary, and Web References etc.
- e) On camera presentation (Audio/Video recording).
- f) Be a Team member for Preview of Modules.

Producer/Production Assistant

- a) Brief the subject experts regarding various aspects of production.
- b) Develop audio/visual format of the academic scripts provided by the subject experts after verification by the Subject Coordinators.
- c) Incorporate illustrations such as Animation, Graphics, text slides and charts as per the requirement of the subject.
- d) Audio/Video Recording.
- e) Mastering of programme along with video editing.
- f) PDR and quality preview.

g) Carry out amendment as suggested by DCD Expert/Preview team.

Studio Operation Team

a) Studio recording of Video Programmes.

b) Cameraman – Lighting and Camera operation.

c) Technical Assistant - Video switching, Audio Mixing, Studio preparedness and Technical support during recording.

d) Technician – Lighting, Technical support, Audio/Video recording etc.

Animation/Graphics Artist

a) Preparation of 2D/3D animation, graphics, bars, charts as required by producer.

b) Digitization of models, pictures, graphs, charts, maps and other elements provided by subject expert.

Editors

a) Editing of the video programme with proper visualization as per requirement of the content.

b) Down conversion of the video programme from 50/25 Mbps to 250- 450 Kbps and chunking in 5-7 minutes segments for e-contents.

Assistant Computer Programmer (Flash Integration)

a) Project based integration of various elements of the e-content template.

b) Validation on multiple platforms for compatibility.

c) Recording on DVD/Hard Disk.

Quality Assurance Team

Members:-

Producer/ Director of the Media Centre, Coordinator/Subject Expert,

One Subject Expert other than content developer.

Responsibilities:-

Preview, Quality Assurance and Certification. Transfer of e-content module to DCD.

The DCD Team

a) PI and Co-PI's:-

- Co-ordination and monitoring by PI and Co-PI.
- Monitoring of programme through monthly and quarterly progress reports.

b) Library:-

- Receipt of deliverables by DCD Library.
- Meta-tagging of e-content along with Multimedia Unit.

c) Software Unit:-

- 2nd stage preview of video elements.
- Minor correction at DCD. Returning back to Media Centres for any major correction /reproduction if rejected.
- Final acceptance/ certification and validation by software unit.

d) Multimedia:-

- Meta-tagging of e-content
- Uploading on web portals.

Software Used In Digital Content Development:-

1. Adobe Creative Cloud- Educational
2. Techsmith Camtasia® Education

3. Prism Video Format Converter Plus MPEG2 Edition
4. Wondershare Video Converter Ultimate
5. Raptivity Suite + Linker+ Bonus + Power Point Plug In
6. H5P
7. MOODLE- Learning Management System

Equipments/ Hardware Used in Digital Content Development:-

1. Sony PXW- Z150 Camcorder
2. Canon 750D Digital Camera
3. Computer- Windows 10 With 32GB RAM 1TB HDD

5. CONCLUSION

Additional Information :

JSPMNTC provides one umbrella to create engineers, managers and masters by providing innovative teaching methodologies.

The institute has infrastructure facilities more than the prescribed AICTE norms. The institute has peaceful and environmental friendly green campus.

Concluding Remarks :

JSPMNTC was established in 2011 at Narhe, Pune. The institute has highest standards of Academic, Professional, Ethical conduct and Integrity.

The student centric teaching learning process has been enhanced due use of digital modelearning aids like smart interactive board, Learning Management System (LMS), unique facility of Digital Content Developmentcentre etc.

The management plays a vital role in enabling the institute to achieve its Vision and Mission and all policies, activities and program are in alignment and are designed to fulfil the same. The management meets the faculty and non-teaching staff on a regular basis to ensure that there is smooth functioning of the institution for appropriate development.

This year institute achieved “Gold Category” in AICTE-CII survey of industry linked technical education. It indicates that Industry-institute interaction has been increasing day by day.