



# **SELF STUDY REPORT**

**FOR**

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

## **GURU NANAK INSTITUTE OF TECHNOLOGY**

GURU NANAK INSTITUTE OF TECHNOLOGY (FORMERLY KNOWN AS GURU NANAK INSTITUTE OF ENGINEERING AND MANAGEMENT) KHASARA NO. 95, MOUZA DAHEGAON, KALMESHWAR ROAD NAGPUR, 441501

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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**January 2018**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The Guru Nanak Educational Society, Nagpur, established in 2006, with a committed vision of 'Education First'. Due to untiring struggles of the Founder Chairman, Sardar Navneet Singh Tuli, along with other visionaries, the Institute has earned a status of one of the most prominent and leading educational centre in the state of Maharashtra.

Guru Nanak Institute of Technology, Nagpur is approved by AICTE, New Delhi; DTE, Mumbai, and affiliated to the Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur. The Institute provides UG & PG Engineering education in various streams. The Institute is unaided, self-financed engineering college. The professionally planned campus decorated with beautiful gardens and trees, spreads in 5.05 acres of land in a peaceful pollution free location away from disturbance of the city, yet excellently connected to it.

To attain highest "quality" in all aspects from academics to administration, the institute has initiated the quality awareness programme by making functional an Internal Quality Assurance Cell (IQAC). GNIT focuses on achieving the highest academic excellence. Learning methodology, quality in teaching, planning, and flexibility in working are the integral part of the culture and practices at GNIT. Faculty members are motivated to undergo for research and consultancy services to promote research culture while students are encouraged to participate in Rotaract and NSS activities to improve quality of human life.

### Vision

**The constant Endeavour of Guru Nanak Institute of Technology is, to prepare professionally responsible and technically sound corporate citizens out of budding engineers.**

### Mission

1. To establish a proper & planned Post Graduation facility.
2. To prepare the students with the sound academic backup and also with the capacity of working innovatively on research projects.
3. To establish Industry-Institute interaction to bridge the gap between the requirements of industry and the inputs provided by the Institute.
4. To undertake consultation work from the nearby industries to generate resources.
5. Preparing students for self-employment with the support of innovative research projects and industrial atmosphere of the institute surrounding

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

### Institutional Strength

- 1) The Institute has the advantage of an established brand name and better placement not withstanding market

forces.

## 2) Faculty, Staff, and Students

- Every Year Institute has met the faculty requirement ratio i.e. 1:15 to 1:20 as per AICTE guidelines.
- The technical Support staff is well qualified and committed.
- Faculty excellence in classroom and Laboratories.
- Professional and classified staff contributions.
- Student scholarship excellence through HUM foundation and Late Sardarni Tejindar Kaur Tuli Memorial and Charitable Trust.
- Employer get the satisfaction with graduate students pass out from our Institute.

3) **College Structure** Collegial departments and supportive administration.

## 4) Facilities, Equipment and Research

- Research Lab spaces.
- Good computing environment (labs and server).
- Adequate lab facilities
- Excellent infrastructure meeting the needs for AICTE requirements.

5) Financial Support is offered by the managements and when required.

6) There is a total transparency in all academic and administrative processes.

## 7) Working Environment–

- Strong leadership, good department chair.
- Strong department level support for faculty research activities.
- Supportive working environment among department members.
- Excellent administrative support.

8) Students are given coaching by experts to improve their skills required for placements like resume writing, communication skills, written tests, group discussion, technical and personal interviews.

9) MOUs in collaboration with industry.

10) Overall development of students through their participation in curricular co- curricular, extra-curricular activities.

11) Good number of publications in National & International Journals & Conferences.

## **Institutional Weakness**

1) Less number of students progressing for higher education.

2) Less availability of faculty with industry background / research scholar.

- 3) Limited promotional avenues or way of approaching a problem.
- 4) The changing demographic breakdown of the state and country, and the associated need for GNI to adapt to a changing student body through increased variety of the faculty, staff, curriculum and campus.
- 5) Limited Alumni and Development Programs.
- 6) Limitation on FDPs for faculty to keep pace with the advancement in industry.
- 7) Shortage of funds for organizing academic and professional programme as the source is only student tuition fees.

### **Institutional Opportunity**

#### **Resource Development**

- Strengthen Industry- Institute interaction cell to increase interaction and networking for fruitful engagement.
- Expand the efforts in high demand areas.
- Develop infrastructure for Research and Development to have institutional sustainability.

#### **Diversity Enhancement**

- Strong Internship program for students and faculty.
- Higher Education.
- Explore alumni involvement in academic & placement activities.

### **Institutional Challenge**

1. Only 10-25% of graduates are employable by the industry.
2. Private Institutions – No central or state grant hence dependant mainly on student fees for meeting the ever increasing cost of running the institute and programmers.
3. Student from remote areas have done most of their studies in their local language and for it, find difficult to understand language of information of engineering education i.e. English.
4. Market trend of falling admission in the engineering and technology courses.
5. Changing scenario of education, competing with international players.
6. Changing level of aspirations of students / parent/ stakeholders and inability to match these requirements.
7. Diversified or Mixture socio economic backgrounds of the students.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Institution is affiliated to Rashtrasant Tukadoji Maharaj Nagpur University. The Institute offers undergraduate degree courses - Bachelors of Engineering i.e. B.E. in Computer Science & Engineering, Civil Engineering, Mechanical Engineering, Electrical Engineering and Electronics & Telecommunication Engineering. In addition to this institute also offers post graduate courses-Masters of Technology i.e. M. Tech in Structural Engineering (Civil Engineering) and Heat & Power (Mechanical Engineering). The institution designs inventive and innovative strategies to implement the educational programs.

The academic calendar is prepared well before beginning of the academic session and it is in accordance with syllabus set by the University, which is then used to formulate the action plan. The institute establishes strong teaching learning process to bridge the identified gaps in curricula, by providing value added content beyond syllabus. This is designed in consultation and suggestion from eminent academicians and experts from industries which is attained through well qualified and dedicated faculty.

Vision and mission of the Institute are given due emphasis while actualizing the educational modules. Faculties are encouraged for faculty development programs in order to enhance the subject knowledge. Student and teacher centric practices are followed to achieve the set outcomes for each course and the overall attainment each program. The feedback obtained from various stakeholders is analyzed and utilized to make the essential changes in teaching-learning process.

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

The institute participates in the Centralized Admission Process (CAP) conducted by Directorate of Technical Education (DTE). The admission of categories like SC/ST/OBC, Women, Differently abled, economically weaker areas of society and Minority Communities are done according to the government rules and regulations. Scholarships are provided to SC/ST, VJ/NT/SBC, OBC, Economically Backward Class and Minority Communities.

Academic calendar is prepared in advance by the institute which provides internal assessment processes for theory and lab courses. Academic calendar briefs about various co-curricular activities planned during the session. The special programs are organized for advanced and slow learners like CRT, EDP and Expert Lectures.

The pedagogy of the faculties is supported by ICT-MOODLE, NPTEL, etc. This is assisted along various innovative faculty skill development programmes like EMDF(Empowering in Modern Day Faculty)-EQ4C. In addition to this, the institute extends its support in all aspects to improve the quality of the faculty members. Faculties are encouraged to undertake research work and higher studies.

Industrial exposure and environment is provided to the students, by various activities conducted in association with the industries. Personnel and professional counseling is provided to students through teacher guardian scheme to resolve student's problem. The institute adopts a transparent evaluation process wherein internal marks of students are informed to them by displaying on notice board.

As per the directions given by RTMNU, from the year 2012, the institute follows Credit Based System (CBS) in UG courses and Choice Based Credit System (CBCS) in PG courses from the year 2014.

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

To nurture the culture of innovation and transformation, the college has policy to inculcate research culture among faculty members and students. Institute constantly motivates many faculty members for their higher education as well as their doctoral researches. Institute reviews the contents, checks for plagiarism and then proceeds for publication in reputed journals. Institute has submitted proposals for AICTE-ISTE, CSIR-STTP, AICTE proposal under RPS and MODROBS schemes, STTP for the research and development purpose. Research guides for M. Tech. are available at the institute.

Institute is in Memorandum of Understanding (MoU) with 12 vivid industries. To create awareness regarding latest cutting edge technologies, a series of expert lectures and workshops are conducted. Many senior faculty members from reputed institutes and industry experts contribute for such programs. Since past years, Intellectual property Right (IPR) is focus of interest for the institute. In view of same various seminars by government employees are conducted to create awareness and to promote IPR.

Institute has licensed version of software for checking plagiarism. Faculty members are actively involved in organizing technical events in the institute under professional societies. The institute has strong social nexus with the organizations like Rotaract club and HUM foundation. In addition to this NSS cell is always active to cater the feasible social needs.

Students pro-actively participate and organize events suggested by government, semi government and private organizations like Swachha Bharat, workshop focusing on “Prevention and Reporting of Sexual harassment at workplace” etc. are organized.

### **Infrastructure and Learning Resources**

The Institute has adequate infrastructure available as per norms of AICTE, State Govt. and University, required for the quality teaching-learning activity. The campus is sprawled over 5.05 acres of land in a serene pollution free location not far from the city.

The Institute strives for overall development of its all stakeholders. It has facility for indoor and outdoor sports. It has large recreation centre catering the facilities of Yoga, cultural activities etc.

The whole ground gives a perfect climate to education. Infrastructure facilities give complete education environment, including essential offices and pleasantries. The research facilities and workshops are all around prepared and refreshed. The campus has high speed broad band Internet facility. Central library has good ambiance with an adequate seating capacity. It has large number of books and subscriptions of National and International journals. The computer laboratories are well equipped with latest high end desktops.

Some class rooms are furnished with LCD projectors. The whole ground is Wi-Fi empowered with broadband web network. Interactive Teaching Learning process is carried out through lecture capture application, MOODLE, NPTEL, C-Deep etc. Apart from them, students are motivated to undergo on line courses on platforms like MOOC, SWAYAM, etc. A subscription to NDL and similar at par bodies is also made available. Power generators are used during *power* shut-down for the whole campus.

### **Student Support and Progression**

Large number of students receive the benefits of scholarships and free ships provided by the Government as per

the norms. Besides government schemes the foundation runs "Late Sardarni Tejendarkaur Tuli Memorial and Charitable Trust" and "HUM foundation Scholarship" for financial weaker students. These scholarships are also extended to bright students. The institute offers the Tuition Fee Waiver Scheme (TFWS) to the economically weak students. The organization gives information about different grants offered by government and NGOs to the students. The institution strongly recommends the overall development of the students. In order to implement same various curricular, co-curricular and extra-curricular activities are arranged by the institute. The institute conducts regular sessions of Campus Recruitment Training program. Interactive sessions on various competitive exams are delivered by the experts. Language laboratory is available to benefit the communication proficiency of the student. 'Teacher Guardian' scheme is practiced for personnel counseling of the students. Students are also motivated by arranging expert sessions, for higher studies. Proper care is taken to bridge the curriculum gaps, if any during the academics. The institution has a strong network with the industries through which sessions are arranged on recent trends. In addition to this, the industrial network also assists in providing internship and placement assistance. Students are encouraged to participate in various academic and non-academic events. Active alumni association takes care of prestigious alumni by frequently being in touch with them through social media and personnel communication.

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

To accomplish the vision of institute, the mission of the Institute is very much committed. Pertaining the Vision and Mission of the Institute, policies of the institute are drafted.

The Governing Body gives the guidelines for working in accordance with the vision of the institute. Governing body provides directions to implement and build the authoritative culture to accomplish the vision, mission and objectives of the institutes. Principal has self-sufficiency in academic leadership and creating conducive environment of overall academic development.

All the Heads of the Department are allotted various departmental and institutional portfolios. Quality change methodologies are arranged keeping in mind the suggestions and feedback of all the stakeholders. Entire teaching, non-teaching and office staff are aligned with the central working guideline, which contributes in free flow and transparent work culture. The Institute helps the employee to understand their potential by rewarding high performing staff. Quality improvement procedures like investment in introduction programs, workshops, Faculty Development Programs, paper presentations, empowering research and so on are promoted for faculty and staff improvement.

The financial policies of the institute are well designed to lead organization towards excellence. The institute always strives for boosting the quality in engineering education. This is reflected in the productive initiatives, satisfactory approaches and instruments for pulling in, selecting, holding and remunerating the available human resource. Significant components like budgetary arrangement, financial assistance, Infrastructure development, Resource planning, developing manpower are properly taken care by the administration after getting approved from Governing Body.

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

Regular conduction and participation of faculties in FDP is the practice of the institute. Skill development workshops on various topics are conducted throughout the year for the students. Training & Placement activities primarily focus on enhancing students capabilities by arrangement appropriate workshops. Its trend of

the institute to commence every session with Campus Recruitment Training sessions.

Apart from the final year major projects, students are motivated for Mini project every semester. Such projects provide deeper insight to students. Interactive teaching learning using ICT is also a major component in the organization. Study materials in various formats are readily available with students via platform like MOODLE. In addition to this, in every session expert lectures are arranged for students.

Enhancing overall development of student is the integral part of the teaching methodology followed by the system. In view of same, teacher guardian scheme is implemented, which takes care to resolve the academic and personnel problem of students. Following e-governance is also prime focus of the institute. Institute encourages promotion of R&D, IPR, EDC and MoU with industries for student's placement and training.

NAAC



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	GURU NANAK INSTITUTE OF TECHNOLOGY
Address	Guru Nanak Institute of Technology (Formerly known as Guru Nanak Institute of Engineering and Management) Khasara No. 95, Mouza Dahegaon, Kalmeshwar road Nagpur, 441501
City	Nagpur
State	Maharashtra
Pin	441501
Website	<a href="http://www.gninagpur.info">www.gninagpur.info</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sudhir N. Shelke	07118-661450	9765556956	0712-254633 3	gni.principalgnit@gmail.com
IQAC / CIQA coordinator	Raju Bondre	07118-661400	9503911965	-	rajubondre15@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of establishment of the college	01-01-2009			
<b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>				
<b>State</b>	<b>University name</b>		<b>Document</b>	
Maharashtra	The Rashtrasant Tukadoji Maharaj Nagpur University		<a href="#">View Document</a>	
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	04-12-2017	<a href="#">View Document</a>		
12B of UGC				
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
AICTE	<a href="#">View Document</a>	30-03-2017	12	For One Academic Year

<b>Details of autonomy</b>	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Guru Nanak Institute of Technology (Formerly known as Guru Nanak Institute of Engineering and Management) Khasara No. 95, Mouza Dahegaon, Kalmeshwar road Nagpur, 441501	Urban	5.05	11331.71

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BE,Department Of Civil Engineering	48	H.S.C	English	120	53
UG	BE,Department Of Mechanical Engineering	48	H.S.C.	English	120	17
UG	BE,Department Of Computer Science And Engineering	48	H.S.C.	English	60	10
UG	BE,Department Of Electrical Engineering	48	H.S.C.	English	60	9
UG	BE,Department Of Electronics And Telecommunication Engineering	48	H.S.C.	English	60	0
PG	Mtech,Department Of Civil Engineering	24	B.E.CIVIL	English	24	24
PG	Mtech,Department Of Mechanical Engineering	24	B.E. ME	English	24	13

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	10				20				104			
Recruited	4	0	0	4	2	0	0	2	65	33	0	98
Yet to Recruit	6				18				6			
Sanctioned by the Management/Society or Other Authorized Bodies	6				18				6			
Recruited	0	0	0	0	2	0	0	2	0	0	0	0
Yet to Recruit	6				16				6			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				33
Recruited	25	8	0	33
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				33
Recruited	25	8	0	33
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				22
Recruited	19	3	0	22
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				22
Recruited	19	3	0	22
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	0	0	2	0	0	0	2	0	8
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	48	25	0	73

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

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

<b>Details of Visting/Guest Faculties</b>				
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
		21	8	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	61	1	0	0	62
	Female	28	0	0	0	28
	Others	0	0	0	0	0
PG	Male	24	2	0	0	26
	Female	9	2	0	0	11
	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	27	56	71	67
	Female	16	26	36	30
	Others	4	7	2	1
ST	Male	1	1	1	5
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	34	114	91	102
	Female	14	27	29	37
	Others	0	0	0	0
General	Male	14	60	39	49
	Female	7	7	9	17
	Others	0	0	0	0
Others	Male	7	26	22	26
	Female	1	8	13	18
	Others	0	0	0	0
Total		125	332	313	352



## Extended Profile

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### 1 Program

#### 1.1

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

Response: 227

#### 1.2

Number of self-financed Programs offered by college

Response: 7

#### 1.3

Number of new programmes introduced in the college during the last five years

Response: 3

### 2 Students

#### 2.1

Number of students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1411	1161	1300	1153	1068

#### 2.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
218	218	218	152	152

#### 2.3

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

2016-17	2015-16	2014-15	2013-14	2012-13
365	292	171	195	147

**2.4**

**Total number of outgoing / final year students**

**Response: 1170**

**3 Teachers****3.1**

**Number of teachers year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
127	118	97	95	70

**3.2**

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

2016-17	2015-16	2014-15	2013-14	2012-13
127	118	97	95	70

**3.3**

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

2016-17	2015-16	2014-15	2013-14	2012-13
134	134	110	96	96

**3.4**

**Total experience of full-time teachers**

**Response: 663**

**3.5**

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

**Response: 2**

**3.6**

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

**Response: 257**

## **4 Institution**

**4.1**

**Total number of classrooms and seminar halls**

**Response: 27**

**4.2**

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

2016-17	2015-16	2014-15	2013-14	2012-13
592.00	585.89	590.15	540.00	517.57

**4.3**

**Number of computers**

**Response: 350**

**4.4**

**Unit cost of education including the salary component(INR in Lakhs)**

**Response: 0.8432**

**4.5**

**Unit cost of education excluding the salary component(INR in Lakhs)**

**Response: 0.419**

## 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:

The Institute is affiliated to Rashtrasant Tukdoji Maharaj Nagpur University, The academic calendar is designed on the basis of academic calendar issued by affiliating university. The College thoroughly designs and develops action plans for effective implementation of the curriculum. The Principal of the institution conducts meetings regularly with the Heads of departments to develop various strategies for effective implementation of the curriculum. Each department has set Vision and Mission exclusive for the department, which are aligned with the Vision and Mission of the Institute. Program Educational Objectives (PEOs) and Program Outcomes (POs) are scripted for each program and Course Objectives and Course Outcomes (COs) are defined for each course (Theory & Practical). Lesson plans and subject course files are maintained by each faculty for their respective subjects allotted, which is reviewed on continuous basis by the review of monitoring committee

The initiatives provided by the institution for effective curriculum delivery are as follows:

- The Institute develops action plan for effective implementation of the curriculum prescribed by Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur.
- In the beginning of academic year, Principal announces the Academic Calendar in consultation with heads of various departments and schedules of academic, evaluation and extra - curricular events is strictly implemented in every semester as well as time table is to display by respective departments.
- Seminars, assignments, sessional Examinations, Pre University Test as planned in the academic calendar are monitored by HODs and other institute level committee members.
- Student counseling is to be done by teacher coordinators wherein over 15 students are counseled by Faculty Counselor in order to motivate and counsel the students periodically for betterment of academic performance.
- Institute- parent interactive meetings are conducted to discuss the performance of the students for timely taking action. Principal, HoDs and Faculty members meet students and parents personally to discuss the progress of the students.
- The syllabus, question papers, notes, NPTEL materials, PPTs, and videos are available in departmental library as well as on web portals and Moodle so the students get encouraged to utilize these resources for improving the knowledge.
- Internal Quality Assurance committee (IQAC) and Academic monitoring committee are functional at Institute level.
- Institute encourages faculty members to participate in seminars, STTPs, FDPs, workshops and training programs etc.
- Slow learners are given by conducting remedial classes by guest lecture from eminent professor of

reputed institute

- The laboratory facilities are as per AICTE norms. The experiments are conducted as per the university syllabus and additional experiments beyond syllabus are conducted for the benefit of the students. This is also depicted in the laboratory manual for further assistance
- Industrial visits are encouraged to provide practical knowledge and Industrial Collaboration with signing MoUs is facilitated to expand the learning process of the students.
- Well ventilated as well as good surrounding class rooms and seminar hall, auditorium with adequate seating are provided for the students and faculty with uninterrupted power supply is provided by the institution during working hours.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 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

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	0	0	0

File Description	Document
Details of the certificate/Diploma programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** 13.81

#### 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

2016-17	2015-16	2014-15	2013-14	2012-13
0	2	7	1	4

File Description	Document
Details of participation of teachers in various bodies	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

<p><b>1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</b></p> <p><b>Response: 0</b></p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 00</p>	
File Description	Document
Details of the new courses introduced	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
<p><b>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</b></p> <p><b>Response: 28.57</b></p>	
<p>1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.</p> <p>Response: 2</p>	
File Description	Document
Name of the programs in which CBCS is implemented	<a href="#">View Document</a>
Minutes of relevant Academic Council/BOS meetings.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
<p><b>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</b></p> <p><b>Response: 12.88</b></p>	
<p>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</p>	

2016-17	2015-16	2014-15	2013-14	2012-13
366	222	140	99	00

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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:

#### Gender:

Institution offers Co-Education; Girls and boys are encouraged to work together in various curricular, co-curricular, sports activities. There is no discrimination made in offering the various committees to girls & boys.

#### Environment and Sustainability:

- An environmental study is compulsory subject as per RTMNU, Nagpur in the second year.
- The college has organized community developmental activities like Tree Plantation, waste management programmes, Swach Bharat Abhiyan contribute to community and national development and also create awareness about ecology and environment.

#### Human Values and Professional Ethics:

Institute maintains a healthy environment and takes the necessary initiatives for the growth and development of its stakeholders.

- There is equal and fair chance for everybody for representation and participation in various student activity /committee irrespective of age, cast, creed and gender.
- The various committees have been constructed by maintenance of conducive ambiance, peace and harmony among the different class of stakeholders are as follows :
  - **Women's Grievance Cell**

The Women's grievance committee is formed for the security, welfare and grievance redressal of women as per the instructions of Director of Technical Education. The committee is active in the institution which looks into the grievances of women and endeavors for a safe and secure women friendly atmosphere in the

Institute.

- **Anti- ragging Committee Cell**

There is the formal anti-ragging committee. GNIT campus can be safely labeled as “Ragging Free Campus” over last 4-5 years. There is nil case worth mentioning reported so far.

- **Entrepreneur Development Cell**

Institute also has established the entrepreneur development cell supported by AICTE to promote the entrepreneurial skills required for better career options.

- **National Service scheme Cell**

The institute has National Service Scheme Cell which conducts social activities such as Gram Swachhta Abhiyan, Dental Checkup Camp, Swachh-Bharat Abhiyan in various parts of the Nagpur City, Kalmeshwar town and nearby villages. The institute provides all necessary help to the all departments by constituting NSS cell,

- **Rotaract Club (Environment Protection Activities)**

The institute has a student club known as “Rotaract Club” which carries various social activities in Nagpur, Kalmeshwar town and nearby villages such as organizes camps and outings for people with disabilities, Create awareness of AIDS, drug abuse, and other issues, awareness about traffic rules, tree plantation, the personal cleanliness, hygiene and organizing health check up camps as well as Communication and public speaking seminars, Vocational and career planning counseling for Students and faculty.

- **ICC-Internal Complaints Committee (Women Development Cell Committee)**

The institute has zero tolerance policy against unfairness and sexual harassment. An act of sexual harassment is a punishable offence. It has to provide protection against unfairness and sexual harassment of women at workplace and for the prevention and redressal of complaints of sexual harassment. The Internal Complaints Committee will be responsible for the redressal of complaints made by employees and ensure time-bound treatment of the complaints as provided in the Act.

- The university curriculum takes care of addressing these issues through courses like, Environmental studies, communication skills, etc.

**Various value-added courses/enrichment programmes offered to ensure holistic development of students:**

- Moral and ethical values
- Employable and life skills
- Better career options
- Community orientation

**Moral and ethical values**



- To ensure holistic development and to boost moral and ethical values of students, Vivekanand Jayanti was celebrated as National Youth Day. Swami Bramhasthanand, Adhyakshya, Ramkrishna Math, Nagpur took a workshop on science and spirituality.
- Spreading Maximum happiness- A Life of inspiration and service swami Chinmayanand, a one day workshop was organized in month of may 2017
- Ethical Sciences subject is compulsory to all the First Year students in the Curriculum as per RTMNU, Nagpur. This subject makes the students to understand the importance of ethical values in our day to day life. The institutions conducts programmes like blood donation camps, Anti Tobacco Campaign, seminar on Cyber Crime, seminar on Traffic Rules and safety measures eco-friendly environment awareness, plastic waste management, global warming under the banner of NSS.
- The institution has inculcated a practice of celebrating Teacher's day, Engineer's day, Constitution Day to emphasize on our culture and heritage.

### **Employable and life skills**

The T&P department, IQA and other academic committees, every year organizes special training programs for students as well as faculty in which aspiring students and faculties seek interaction with experienced employees from HR and technical wing. Faculty members from different branches also attend this workshop in order to keep themselves abreast of recent development in their fields and accordingly provide special input while teaching. Emphasis is given to recent topics such as, Cloud Computing, Mobile Computing, Big Data, etc. Apart from Technical development, various non technical workshops based on human values, social awareness, intellectual property rights etc. are also conducted and many faculty members take advantage from it.

### **Better Career Options**

The institute has an Entrepreneur Development Cell which encourages the students in developing competencies in emerging trends for entrepreneurial activities. Skill courses such as C & Linux, MATLAB, Pro-E, Core Java, and Auto-Cad courses helps students in enhancing their hard as well as soft skills.

The institute encourages the students to implicated in various activities like National level conference/Paper Presentations, Seminars on Career Opportunities, Industrial Visits, Industrial Internships & Trainings, Guest lectures on GATE, In-House Technical Trainings, Communication and soft skill, Induction program Motivational lectures organized by institute

### **Community orientation**

Community oriental activities like blood donation camps, Dahi Handi, Garbha/Dandia for all the students of college, Computer Literacy Programme, Anti Tobacco Campaign awareness programmes, Tree Plantation, Teacher Guardians scheme, Swachh Bharat Abhiyan programmes contribute to national development as well as humanity.

File Description	Document
Any Additional Information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 17

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

Response: 17

File Description	Document
Details of the value-added courses imparting transferable and life skills	<a href="#">View Document</a>
Brochure or any other document relating to value added courses.	<a href="#">View Document</a>

### 1.3.3 Percentage of students undertaking field projects / internships

**Response:** 9

#### 1.3.3.1 Number of students undertaking field projects or internships

Response: 127

File Description	Document
List of students enrolled	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.4 Feedback System

### 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

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

File Description	Document
Any additional information	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

#### 1.4.2 Feedback processes of the institution may be classified as follows:

**Response:** C. Feedback collected and analysed

File Description	Document
Any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

## 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:** 1.69

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

2016-17	2015-16	2014-15	2013-14	2012-13
6	13	21	18	40

#### 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:** 68.16

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

2016-17	2015-16	2014-15	2013-14	2012-13
196	245	317	359	351

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

2016-17	2015-16	2014-15	2013-14	2012-13
528	528	528	360	360

#### 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:** 88.53

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

2016-17	2015-16	2014-15	2013-14	2012-13
147	164	218	152	152

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

**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:**

Institute has continuous evaluation scheme for the betterment of academics of the students. The categorization of students is primarily done based on interaction with the students in the classroom, participation in classroom discussions, sessional marks, assignment quality, classrooms seminars, and type of queries asked in classroom. Apart from these, previous university examination results and aggregate attendance of students are also focused. All these parameters measure the learning abilities of students and this identifies the number of advanced learners and slow learners amongst them.

Advanced Learners are those students who score exceptionally good in all the examinations, having good grasping towards the subject and can apply their theoretical concepts into practical for implementation of an Engineering applications.

Slow learners are the students those who are lacking behind basic foundations of their knowledge and not having keen interest towards betterment of their academics.

- Separate remedial classes for academically weak students and slow learners are conducted.
- Special classes for soft skills, Personality development, Communication skills are conducted to develop student overall personality.

- Extra lectures are conducted for late admitted students and direct second year students, to bridge the knowledge gap.
- Additional Lectures, difficulty solving sessions and specific tutorial classes for Backlog students are conducted, as a revision to them, so that they could clear their Backlog subjects.
- Subject notes of all units including question bank, assignments, videos and animations, power point presentations etc are provided to students.
- To understand the concepts practically various technical workshops, Guest Lectures of Experts from industries and hands on training are also conducted.
- Value added courses are undertaken in the department to learn various software's as per the

requirement.

- Industrial and site visits are conducted to correlate theoretical concept with the real world examples, also for creating and improving awareness.
- Eminent experts from the reputed institution are invited to conduct the special lectures for the difficult and core subjects in the curriculum.
- To enhance the performance in placement drives, counseling sessions are conducted to create awareness..
- Teacher guardian is assigned to students, who interact with them regularly, discuss their problems, counsel and guide students, monitor their attendance and academic performance and accordingly takes needful action.
- The academic performance and attendance is conveyed to the parents through parent teacher meet and letter to parents.
- Advanced learners are motivated and encouraged to strive for higher goals.
- Motivate the students for Higher studies, preparing for GATE, GRE, CAT and other PSU exams etc.
- Motivate the students for examination of Government sectors.
- Encouraged them to participate in various national and international project competitions.
- Guide the students to write technical papers to present it in various national and international conferences, journals and symposiums.
- Motivate students to go for internships, summer training in the industries and deal with live

projects.

- Training and placement conducts aptitude classes, group discussions, personal interview and counseling sessions are also conducted under campus recruitment training, to enhance the performance of students in placement.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.2.2 Student - Full time teacher ratio

**Response:** 11.11

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

### 2.2.3 Percentage of differently abled students (Divyangjan) on rolls

**Response:** 0.14

#### 2.2.3.1 Number of differently abled students on rolls

Response: 02

File Description	Document
List of students(differently abled)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any other document submitted by the Institution to a Government agency giving this information	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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:**

Students are the first and foremost stakeholders of the college. The Vision and Mission of the institution

have been prepared with this agenda.

- The teaching learning process is student centric and sufficient space is provided for that in academic plan.
- At the beginning of the session fundamentals are taught and for the better understanding of the subject, tutorial classes are conducted as per the curriculum prescribed by the university.
- Doubts and personal difficulties regarding the subject are solved in the tutorial classes. If subject is based on numericals, different numericals are practiced in the tutorials.
- Extra classes are conducted for the full coverage of the syllabus where the involvement of the students is ensured which results in the interactive teaching learning process.
- Efforts are taken through curricular, co-curricular and extracurricular activities, sports, games, and physical education for their all-round development. Special slots are provided in the time table for all these activities.
- Technical group discussions are conducted and videos and animations are shown to them for interactive teaching learning process.
- Field visits are arranged which gives an opportunity to the students to know about real-world applications of the subjects being studied by them.
- Students are motivated, counseled, guided and encouraged to go for competitive examinations GATE, CAT etc. and examinations of Government sectors.
- Students are guided and encouraged to participate in national and international conferences/symposiums, project competitions and other technical and non technical events.
- Mini Projects are allotted to students from second year onwards to implement the theoretical concepts into practicals.
- Industrial visits and tour are organized to deal with Engineering practical applications.

The teachers use the following support structures and systems:

**For interactive learning:**

- Student seminar, projects, paper presentation, group discussion.
- Web based interface: Moodle
- Information and communication technology (ICT) : Ezvid
- Screen recording :Ezvid



**For collaborative learning:**

- Participation of students in seminars, workshops, quiz competitions
- Interdisciplinary projects.
- Industrial visits.
- Use of audio-visual sessions
- Facilitating internship in industries and companies for collaborative learning

**For independent learning:**

- Home assignments
- Computer facility with internet connection and Wi-Fi connectivity for fast and precise access of information for independent and interactive learning.
- Library, Magazines, Journals, reference books etc
- E-learning resources, NPTEL, MITS etc.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.****Response:** 97.64**2.3.2.1 Number of teachers using ICT****Response:** 124

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

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

**Response:** 11.11

#### 2.3.3.1 Number of mentors

Response: 127

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.3.4 Innovation and creativity in teaching-learning

**Response:**

- The academic policy of the Institute duly empaiszes upon developing appropriate teaching learning material for the students keeping in pace with changing times.
- Faculty makes use of Power Point presentation,models, graphs, charts and show cases to present the content in the syllabus.
- Faculty make use of video and animations while delivering the lecture, to understand the concept in the syllabus easily and student can imagine the things clearly.
- Faculty make use of Applets and Visuals to make students think creatively.
- Interactive Board facility is available in the institution.
- Course material related to various subjects is made available to students on Local Area Network through an open source learning platform, moodle.
- Faculties and students are enrolled in ' Swayam, NDL, Cdeep, Moocs', an online course, in which they enroll in different courses for learning and upgradation of knowledge.
- Faculty take the aid of Practical Examples, Industrial oriented examples, the latest technology in that particular concept, to enhance students knowledge and to make the subject interesting, innovative and creative.
- Faculty take quiz related to the subject, in the lecture, to have interaction and able to understand the students learning capacity.
- Faculty prepares solved question bank for the students and provides university question paper solution.
- Content beyond syllabus is taught in the class for the subjects in the curriculum. Faculty makes use of collaborative and active learning.

**Impact of innovative practices on student learning:**

- Learning made interesting and easy. At many occasions it becomes interactive.
- Improvement in the academic results and so the technical ability of students.
- Improvement in job placements of students.
- Interest of students in projects, research, extra and co curricular activities have improved.
- It helps the students to not only enjoy learning, but acquire skills that empower their competence and improve their performance.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

**2.4 Teacher Profile and Quality****2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years****Response:** 88.58

<b>File Description</b>	<b>Document</b>
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>

**2.4.2 Average percentage of full time teachers with Ph.D. during the last five years****Response:** 6.11**2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
10	07	07	05	03

<b>File Description</b>	<b>Document</b>
List of number of full time teachers with PhD and number of full time teachers for 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**2.4.3 Teaching experience per full time teacher in number of years**

**Response: 5.22**

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	<a href="#">View Document</a>

#### 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: 0**

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters (scanned or soft copy)	<a href="#">View Document</a>

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

**Response: 0**

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

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

#### Response:

- The institute has adopted all the reforms introduced by the RTM Nagpur University.

- **Internal Theory Assessment:**

For theory courses, formative assessment is carried out by Sessional examinations I & II, and Pre University Test (PUT) for all the students. Sessional tests are given a weightage as per syllabus covered as a average assessment and Pre University Test (PUT) is conducted for 80 marks. Theory internal assessment marks is calculated by average marks scored in internal assessment tests along with attendance, assignments and bonus marks for student's participation/ performance in co-curricular & extra-curricular activities beyond class room activities.

- **Internal Practical Assessment:**

The formative assessment of lab courses is uniform across the departments. Each experiment is valued for the procedure, observations, result obtained, graphical representation if any, viva voce and record writing. Internal Practical Examination is conducted at the semester end and the internal assessment marks is calculated on the basis of attendance, performance in laboratories, regular checking of practical records and viva voce are included for calculation of marks.

- **Project Evaluation:**

The final year projects are internally evaluated by the guide, Project In-charge and head of department. The internal evaluation of project is based on project seminars conducted project attendance, viva voce, working status and thesis submission. The university assessment for the project is done by external examiner appointed by university through a final presentation and viva-voce.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

#### Response:

- There is complete transparency in the internal assessment in terms of frequency and variety. Students are familiar with the mechanism used in evaluation of internal assessment.

- Performance of student is continuously evaluated on the basis of attendance, sessional & pre-university examinations, status of assignments, practical performance and project work.
- In the beginning of each semester, the head of the department and faculties interacts with students and convey them about the internal assessment process.
- Marks scored in sessional & pre-university examinations are displayed on notice board.
- Phase Attendance of students after every 15 days is displayed on notice board. Project Marks on the basis of their performance in project seminar is also used to displayed.
- After each process, the students are provided with outcome of the assessment and teacher interacts with the students.
- For lab courses, the grades scored by the student for each practical is indicated in the records on the basis of their practical performance, attendance and viva-voce.
- Teacher guardian meet is scheduled in every week to discuss students issues, try to solve it and give proper academic advise to them.
- Institute upload the internal assessment marks and practical examination marks of the students on university website.
- Extra benefit in terms of marks is given to the students those who participated in university sports.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

#### Response:

There is complete transparency in the internal evaluation assessment of the institution and also in the grievances related to it.

- Evaluated answer sheets of sessional and pre-University examinations are shown to the students, and greivances related to it is addressed by concerned faculty members. Marks scored in sessional & pre-university examinations are displayed on notice board and if students have any dirscrepancy it is corrected by concerned subject teacher.
- Attendance report after every 15 days is dplayed on the notice board and if students have any

discrepancy it is corrected by concerned class teacher. Students with some medical issues or who have taken prior permissions for leaves from head of the department are generally considered up to the permissible level.

- Project internal marks are also displayed to the students and their queries related to it are addressed by project guide, project coordinator and head of the department.

Institution is a center for University Examination, there is having complete transparency in conduction of examination.

- The university examination process is monitored and controlled by Officer In-charge.
- Principal of the institute has the overall responsibility for smooth conduction of entire examination at particular center.
- A flying squad comprising the members from vigilance committee formed by university used to randomly inspect the working of examination center.
- All RTMNU examination question papers are delivered through a highly secured data transfer system. Separate security codes are supplied to Examination Officer In-charge, by the University for downloading the question paper.
- The answer books are sent to the main RTMNU evaluation centre after the examination. The answer books are scanned to digital form and made available online to various valuation centers established by the university at various colleges for the evaluation by the teachers.
- Students get the examination result from the university website.
- Students having discrepancy with the marks obtained in the examination, revaluation procedure is there for them, wherein applications are to be uploaded to RTMNU website during the period notified by university, then xerox copy of answer book is given and challenge form is to be filled.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

### Response:

The institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation (CIE). The academic calendar is prepared before commencement of the sessions every year by the Institute within the framework of a schedule set by the affiliating University i.e. RTM Nagpur University. The college academic calendar consists of display of time table, commencement date and last working date of teaching, Teaching period, dates for conduction of the internal assessment tests, dates for assignment display and submission, Parent teacher meeting schedule & Extra Co-curricular activities. The teaching methods are planned and executed to achieve the course and program outcomes, as the Institute believes in 'Education first'. The faculty members use interactive and innovative teaching pedagogy to ensure the best content delivery. The evaluation processes are made very transparent and the internal marks obtained by the students are displayed on the department notice boards. Adhering to the dates specified by the University, the internal assessment marks are submitted to the University.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 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:

#### The COs are published and disseminated in following ways:

- The COs are displayed at the prominent locations like laboratories, in course files, seminar hall, corridors and notice boards.

#### Monitoring of learning outcomes are done at following levels:

- Class level for course outcome,
- Departmental level for program outcome,
- College level for program outcome, consolidating various programs
- Stakeholders level
- Feedbacks from industry personals and Training and Placement cell.



- Class teachers and subject faculty play very important role in overall achievement of the outcome through continuous assessment and evaluation of the students.
- HOD takes the review of stated and achieved outcomes of the programme and IQAC recommends the corrective measures.
- The Institute level Academic Advisory Committee headed by Principal and comprising all HODs and Head Academics evaluates the outcomes of courses and confirms that the outcomes achieved are not deviated from overall stated program outcomes of various programs.
- The stakeholders like alumni, employers and parents also provide feedback to the institute in especially designed feedback formats to analyze the learning outcome of concerned programme and in turn helps in improving the quality of the education.
- Assessment Processes:

#### 1. Direct Methods of Assessment

#### 2. Indirect Methods of Assessment

#### **1. Direct Methods of Assessment :**

Following are direct methods of assessment used for attainment of learning outcomes :

1. University Semester Examinations
2. Locally developed pre-test or post-test for subject matter knowledge, i.e. Two sessional examination per semester, one pre university test per semester.
3. Review presentation for seminar and project work.

Direct Method of Assessment of Learning Outcomes from university examination results :

- The standard is set for university result of each course in terms of expected result in percentage. If the scored result is below a set standard, then concerned learning outcome needs revision.

#### **2. Indirect Methods of Assessment:**

**The indirect methods adopted for the assessment of learning outcomes comprises :**

#### **Survey method**

- The evaluation of attainment of learning outcomes is performed by conducting the periodic surveys from stake holders. These surveys in turn give feedback about the level of attainment of learning outcomes. Summary sheet of survey report is prepared & submitted to the Head of Academics committee for any modification in outcome, if required. Further this summary report also serves as

a guideline in redefining the program outcomes.

**Following are the tools used for assessment of learning outcomes :**

- Alumni Survey
- Employer Survey
- Student Exit Survey
- Faculty Survey

File Description	Document
COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

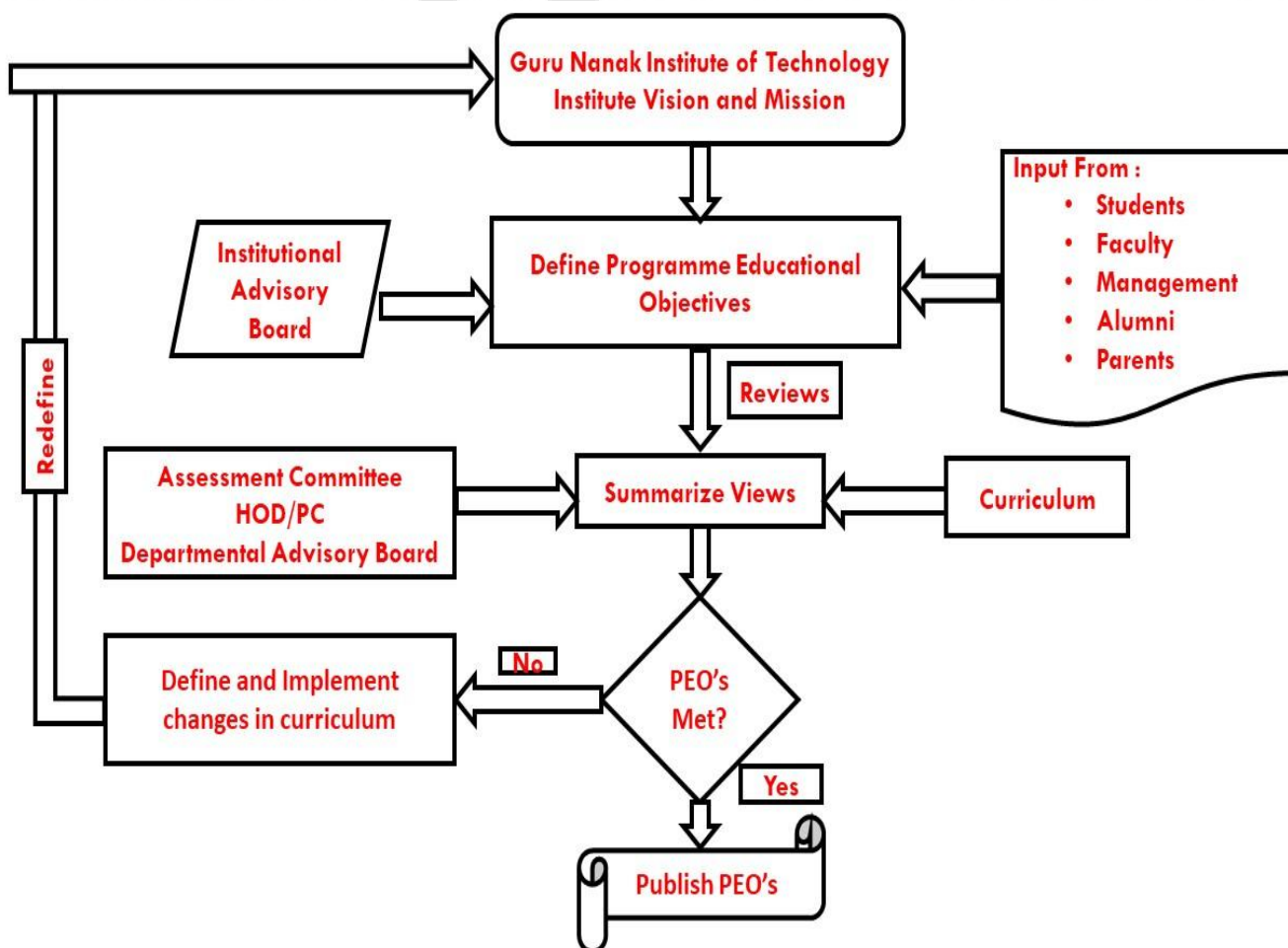
**2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution**

**Response:**

- 1.The teacher guardian scheme implemented at the institute insures cohesive environment in the institute with a special bond between students and the teacher.
- 2.The continuous evaluation of the students ensures proper assessment of the attainment of course and program outcome.
- 3.The institute encourages the faculty to go to other institutes of higher reputes for updating their knowledge and skills.
- 4.The leadership of the institute is keen to observe and adopt the best practices of other reputed institutes.
- 5.The industry institute interaction cell endeavors to seek rigorous institute – industry interaction.
- 6.The interaction of alumni with students, heads and the faculty keeps them well-informed about the current industrial practices and accordingly motivates them to refine the existing academic practices.

7. The internal experts periodically carry out the academic monitoring.
8. The Department has set up a e-library and departmental facility with rich content.
9. A systematic effort is made for overall personality development of the students through various students' associations available on campus.

The attainment of graduate attributes can be ensured from the attainment program outcomes. The program outcomes are the narrower statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors. The program outcomes must foster the attainment of program educational objectives. The program educational objectives (PEOs) are the broad statements that describe the career and professional accomplishments that program is preparing its graduates to accomplish. The evaluation of attainment of PEOs is performed by conducting the periodic surveys from stake holders. These surveys in turn give feedback about the level of attainment of PEOs. Summary sheet of survey report are prepared & submitted to the Head of academic committee for any modification in the PEOs if required. Further, this summary report also serves as a guideline in redefining PEOs. The detail surveys carried out based upon the various survey reports ensures the attainment of graduate attributes by the students. Assessment Processes:



File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.6.3 Average pass percentage of Students

**Response:** 82.44

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

Response: 291

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

Response: 353

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

## 2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.36

File Description	Document
Database of all currently enrolled students	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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:** 2.53

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)

2016-17	2015-16	2014-15	2013-14	2012-13
2.53	0	0	0	0

File Description	Document
List of project and grant details	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by non-government	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.1.2 Percentage of teachers recognised as research guides at present**

**Response:** 1.57

3.1.2.1 Number of teachers recognised as research guides

Response: 02

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

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

**Response:** 0.08

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

Response: 04	
File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
List of research projects and funding details	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.2 Innovation Ecosystem

<p><b>3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge</b></p> <p><b>Response:</b></p> <p><b>Other initiatives for creation and transfer of knowledge:</b></p> <p><b>International Go-Kart Championship</b></p> <p>Team “PISTON BURNERS” from our Institute participated in “<b>International Go-Kart Championship 2013 &amp; 2015</b>” organized by “Indian Society of New Era Engineers”. Go Kart Design Challenge is a contest formulated to enhance the approach of students practicing Engineering courses. This event is fundamentally all about designing and fabricating a Go Kart at very low expenditure. The teams to manufacture Go Karts yielding optimum performance. The teams participating in this contest have to go through two rounds, Pre-Final Round (PFR) and Final Round (FR).</p> <p>Piston Burners is a group of 25 students from BE along with faculty Advisor. Based on our performance at International go-kart championship, organized by Indian Society of new era engineers where we grabbed pole position in Endurance. Technical inspection was performed to check whether vehicle meets defined rules and safety measures for Driver. Team Received special compliment from ISNEE judges regarding our safety measures in vehicle.</p>	
File Description	Document
Any additional information	<a href="#">View Document</a>

<p><b>3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years</b></p> <p><b>Response: 18</b></p> <p>3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years</p>	
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2016-17	2015-16	2014-15	2013-14	2012-13
4	3	2	8	1

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during the last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Response: No

File Description	Document
List of Awardees and Award details	<a href="#">View Document</a>
e- copies of the letters of awards	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Response: 0

##### 3.3.3.1 How many Ph.Ds awarded within last five years

Response: 00

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 0.03

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	2	3	5

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** 1.08

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

2016-17	2015-16	2014-15	2013-14	2012-13
40	13	11	23	23

File Description	Document
List books and chapters in edited volumes / books published	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>



### 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 Institution GNIT, maintains a cordial relationship with the neighborhood and the local administration, by which the student and local community are mutually benefited. The notable extension activity through which the institution serves the community is NSS. Faculty and students are encouraged and support to participate in collaboration with other organizations in carrying out social outreach programs. Information regarding these programs is disseminated through notices and Heads of Departments. Institute recognizes and appreciates the services provided by faculty and students by considering their working for such activities as on duty.

The GNI institution is working towards social upliftment of women for more than 7 years. Many initiatives for upliftment of women such as providing hostel facility for girl students coming from rural and weak economic sections, providing education and boarding facilities to the girls without family support learn and earn scheme etc. During first year induction program students are made aware of various activities conducted by the GNI institution.

College students and faculty members participate in various activities such as blood donation camp, campus cleaning, educating school children, NSS initiatives etc. During orientation session information about these activities is shared and appeal is made to the students to participate in such activities.

The college has been sanctioned one unit of National Service Scheme (NSS) since 2014. Understating institution's social responsibility various activities conducted under NSS are:

- Organization of awareness programmes for Plastic Waste and E –Waste management, Oral Health, Self-Defense tactics, Health awareness.
- Blood Donation by college students, Eye Check-up, Dental Check-up and Health Check-up camps for villagers.
- Activities conducted at Dahegaon village: Tree Plantation, various educational activities at school.

The Institution GNIT promotes neighborhood network and student engagement by following ways:

- 1.College students organize rallies to create awareness about social issues such as plastic waste and e-waste management.
- 2.Students actively participate in traffic control around college campus with the help of traffic police.
- 3.Water and energy saving campaign for the nearby residents.
- 4.Students and faculty members visit nearby residents to give information about girl's education schemes available in GNI.
- 5.Yoga day
- 6.Celebration of 152nd 'Swami Vivekananda Jayanti' as 'National Youth Day'
- 7.Lunger
- 8.Tree Plantations and Environment day celebration
- 9.Blood donation by Rotaract Club and NSS Committee
- 10.International Woman's day Celebration
- 11.Flag Hoisting on 15th august and 26th January

12. Rally for rivers
13. National Youth day
14. Police station visit
15. Passport drive
16. Cloth Distribution and Shram Dan Program
17. Literacy Awareness Program
18. International Literacy Day (Rotaract)
19. Visits to old aged homes
20. Visit to heritage sites
21. Energy Conservation Day
22. SAHAJ-DAAN (revenue generated from selling old news papers and documents stationary)
23. Guest Lectures on Value education

Above mentioned activities help towards holistic development of students by creating awareness about social problems such as waste management, traffic control, pollution and energy crises. It also helps to improve communication skills, teamwork and to grow them as socially sensitive human beings.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Number of awards for extension activities in last 5 years	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>

### 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: 9**

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	5	2	0	1

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach programs conducted with industry,community etc for the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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: 8.11**

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

2016-17	2015-16	2014-15	2013-14	2012-13
150	284	37	00	28

File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt. or NGO etc.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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:** 3

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	0	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc.	<a href="#">View Document</a>
Copies of collaboration	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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:** 0

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)

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	00

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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## 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:**

Guru Nanak Institute of Technology has adequate infrastructure available as per norms of AICTE, State Govt. and University required for the quality teaching-learning activity. The campus is sprawled over 5.05 acres of land in a serene pollution free location away from the hustle and bustle of the city yet excellently connected to it. The entire campus provides an ideal ambiance for education. All the departments have independent wings and are provided with comprehensive teaching-learning base, including basic facilities and amenities. The laboratories and workshops are well equipped and updated. Every department has independent computer laboratory with adequate computing facility. The Institute also has a computer center (C-011) as the central computing facility. Every department has an independent seminar hall equipped with LCD projector. The Central Library is common for all with more than 19252 books. A language laboratory is available to enhance the communication skills of the students. Some class rooms are equipped with LCD projectors. The entire campus is Wi-Fi enabled with broadband Internet connectivity. Auditorium is equipped with seating capacity of 156, fully air conditioner having 8 AC along with LCD projector and dais.

**Formative assessment approach**

Guru Nanak Institute of Technology goal is to observe student learning to provide ongoing feedback that can be used by teachers to grow their teaching for students. This helps student to identify their strengths, weaknesses and target areas that need work. This approach also helps faculty to recognize where students are struggling and address the problems immediately. The students are evaluated by their involvement in attending theory classes, tutorials and practical classes. The level of interaction of students in the class, their performance in sessional examination, pre-university tests, the quality and timely submission of the class/home assignments, etc. contributes to the formative assessment process. The continuous evaluation system is adopted by the teachers as the formative assessment approach to measure student's achievements in laboratory classes.

**Summative assessment approach**

The goal of it is to estimate student learning at the end of an instructional units by comparing against some standard or level. These are often having a high point value. As the summative assessment approach, the mid-term and term-end examinations are conducted to evaluate the extent of student learning. Subject seminars, mini or major projects performed by the students are the activities helpful to evaluate their learning. The students can also be evaluated by their participation/contribution/group behavior in activities beyond classroom hours, namely co-curricular and extra- curricular activities as well as self-conduct in disciplined manner.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

##### Response:

- The necessary facilities are provided and sufficient funds are allotted by the Institute.
- A slight flexibility is given in submitting the assignments to the students working in various committees. The students are not allowed to miss the test examination, but in some unavoidable situation, extra tests are conducted for the students who do not appear for regular tests.
- Institute conducts sports meet every year before annual gathering/concert to motivate the student participation.
- Institute gives infrastructural support by way of providing instruments and other required facilities.
- Institute support students to participate various events conducted by affiliated universities and affiliated colleges under university, state level activities conducted by various organizations by giving them full financial support.
- The uniforms and kits required for the games and sports are also provided by the Institute.
- Bus Facility for the students after their practice.
- Amenities provided for sports include separate indoor and outdoor games and sports arenas for boys and girls.
- Unique coaching to players for participating in inter college and intra college tournaments
- Each year sports day is celebrated for students and staffs in order to showcase their talents and to encourage their sports strength.
- Special physical education faculty is appointed to look after the activities of sport.

**Gymnasium** – Institution has gymnasium with well equipped instruments.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 44.44

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 12

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>
any additional information	<a href="#">View Document</a>

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

**Response:** 0.18

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

2016-17	2015-16	2014-15	2013-14	2012-13
01	01	01	01	01

File Description	Document
Details of budget allocation, excluding salary during the last five years	<a href="#">View Document</a>
Audited utilization statements	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

**Response:**

Guru Nanak Institute of Technology Centralized library facility with 2784 titles having total No Of 19,252 books and Total Price :- 67,15,917.00/-, has set up with over 11 Pentium computers working in a networked environment through connectivity provided by BSNL using 10 Mbps High Bandwidth Leased Line. The Online full text databases like, Springer, Science Direct, IEL, ASCE, ASME, J-Gate E-Journals and Pearson, McGraw-Hill, TMH, ASTM E-books Link, In addition, facilities like Web OPAC, NPTEL online lectures and digital library will also be accessible to the students. Library plays a vital role in academic and research system and that is why library is considered to be the 'heart' of educational / research system.

A library is a collected works of sources of information and similar resources, made available to a defined community for suggestion or borrowing. It provides physical or digital access to material, and may be a physical structure or room, or a implicit space, or both.

Library space is divided into many sections such as reference book section, stock section, student



general and personal reading section, newspaper reading section, journal section (National and International), magazine and periodical section, Multimedia section (access on line e- resources), issue – return section, book bank section, cataloguing section and etc.

The library ensures the purchases of number of books, current titles, e-journals etc as per *All India Council for Technical Education* (AICTE) norms and University curriculum. The requirements obtained from the departments are summarized and verified by the librarian and put for the approval to the head of the institute. The head of the institute after verification recommended the management for approval. After approval the purchases are made. Use of the purchased materials is as follows.

1. The subject faculty refers the students to the library for referring suggested materials.
2. The users come to the library for referring the materials.

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

- The requirement for new books is gathered from faculty members by departmental library In-charge. With the recommendations from the HOD, the list of books to be procured is send to the library.
- The existing titles are verified and if required, the new titles are recommended.
- Librarian consolidates the total requirement and with the approval from Prof. In-charge and Principal, the order is placed for purchase of new titles.
- Library also organize books exhibition from time to time with the help of publishers.
- Further library has its own annual budget which is approved by management before commencement of new academic session.
- Purchase of new books and journals is made as per AICTE norms every year.

File Description	Document
Any additional information	<a href="#">View Document</a>

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

**Response:**

**Table: 4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment**

Name of the book- manuscript	Name of the author	Name of the publisher	Number of copies	Year published
OXFORD ADVANCED LEARNERS DICTIONARY	SHORNBYS A.S	OXFORD UNIVERSITY PRESS NEW DELHI	02	2002
WINGS OF FIRE	KALAM ABDUL APJ	UNIVERSITY SCIENCE PRESS NEW DELHI	20	2002
YOGI KATHANMRUT	PARAMHANSA	INDIA NEW DELHI	02	2005

	YOGANAND			
FREEDOM IS NOT FREE	KHERA SHIV	MACMILLAN NEW DELHI	05	2008
DREAM CHILD	GANGAPRASAD MISHRA	SHIV GANGA PUBLISHING NAGPUR	08	2011
COMPLETE PHYSICS	BHAVNA MALHOTRA	TATA MCGRAW-HILL NEW DELHI	02	2014
COMPLETE MATHEMATICS	BHAVNA MALHOTRA	TATA MCGRAW-HILL NEW DELHI	02	2014
COMPLETE CHEMISTRY (JEE MAIN)	BHAVNA MALHOTRA	TATA MCGRAW-HILL NEW DELHI	02	2014
MATHEMATICS MAHARASTRA CET (MHCET 2016)	FORMAHADEVAIAH H. S. AND OTHER	CENGAGE NEW DELHI	01	2016
PHYSICS FOR MAHARASTRA CET (MHCET 2016)	NAGARAJA H. S. AND OTHER	CENGAGE NEW DELHI	01	2016
CHEMISTRY FOR MAHARASTRA CET (MHCET 2016)	AITHAL U. S. AND OTHER	CENGAGE NEW DELHI	01	2016

File Description	Document
Any additional information	<a href="#">View Document</a>

#### 4.2.3 Does the institution have the following:

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

**Response:** C. Any 2 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 4.53

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

2016-17	2015-16	2014-15	2013-14	2012-13
1.47	0.52	2.08	2.66	15.90

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

**4.2.5 Availability of remote access to e-resources of the library****Response:** Yes

File Description	Document
Details of remote access to e-resources of the library	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.2.6 Percentage per day usage of library by teachers and students****Response:** 1.95

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 30

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

**4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

The institute is optimistic as far as the infrastructural up-gradation is concerned. The college intends to

upgrade the PCs with latest configuration available. The Institute intends to replace the non functional parts with new parts. Non-working computer hardware components are used as models to demonstrate in the practical Classes.

**a) Library:**

- Centralized library facility with 2784 titles having Total No Of Copies- 19,252
- Access to WEB-Based Library (e- journals, NPTEL video lectures, e-books/ e-journals) from department.

**b) Internet facilities for Staff & Students:**

- Total 300no of PCs with Internet Nodes
- Wi-Fi connectivity Internet access in laboratories, classrooms, seminar hall etc. (2 Wi-Fi access points of bandwidth of 10 Mbps), Model No Delink 2100.
- Updating Date-01/11/2017

**c) Class rooms with ICT facility:**

- One classrooms with total area 75sq. meter in each department equipped with LCD Projector

Features:

- Broad band Internet Facility 24 x 7, Wi-Fi Campus.
- Laboratory is having digital system with LCD projector Facility.
- Departmental Library E-Library facility.
- National Program on Technology Enhance Learning (NPTEL)

File Description	Document
Any additional information	<a href="#">View Document</a>

**4.3.2 Student - Computer ratio**

**Response:** 4.03

File Description	Document
Student - Computer ratio	<a href="#">View Document</a>

**4.3.3 Available bandwidth of internet connection in the Institution (Lease line)**

**Response:** 5-20 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

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

**Response:** No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>

#### 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:** 0

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)

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	00

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>
Audited statements of accounts.	<a href="#">View Document</a>

##### 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:**

- GNIT has one stationary store and maintenance room with total area 62 m<sup>2</sup>
- Hygiene is maintained by the in-house cleaning staff supervised by the Administrative Officer.
- Well-furnished class rooms are cleaned by sweepers daily.
- The computer hardware, software and its networking are taken concern by Lab Assistant of Computer Science & Engineering Department.

- Seminar hall of the department is maintained by departmental attendant & Technical Assistant at regular intervals.
- Usual maintenance of equipments in all laboratories is carried out by the technical staff at the departmental level while in some cases it is referred to the sales & service department of the equipment manufacturer or a service provider. Concerned laboratory in-charge refers the case to HOD. Then HOD refers to the service provider and as well as reported to the principal.
- Canteen is located in the campus and is maintained by an external agency.
- Institute has employed technicians for up keeping and maintenance of electrical and water drinking/ drainage facility.
- Security staff is employed to safe guard the whole premises.
- Drinking water is made available to students and staff by proper allocation of RO systems. Potability of water is checked properly within period of 3month.

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## 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:** 64.76

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

2016-17	2015-16	2014-15	2013-14	2012-13
669	928	891	828	599

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	<a href="#">View Document</a>
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	<a href="#">View Document</a>

#### 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:** 0.67

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

2016-17	2015-16	2014-15	2013-14	2012-13
10	10	12	10	0

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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

**Response:** A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

**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:** 41.98

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

2016-17	2015-16	2014-15	2013-14	2012-13
850	464	425	481	377

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	00

**File Description****Document**

Details of the students benefitted by VET

[View Document](#)

Any additional information

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** No**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](#)

Any additional information

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 3.32

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

2016-17	2015-16	2014-15	2013-14	2012-13
06	05	06	15	03

File Description	Document
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 1.1

5.2.2.1 Number of outgoing students progressing to higher education

Response: 04

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education	<a href="#">View Document</a>

### 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:** 0.28

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

2016-17	2015-16	2014-15	2013-14	2012-13
5	0	0	0	0

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

2016-17	2015-16	2014-15	2013-14	2012-13
353	292	171	195	147

File Description	Document
Upload supporting data for the same	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

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

**Response:** 5

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

2016-17	2015-16	2014-15	2013-14	2012-13
03	02	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	<a href="#">View Document</a>

#### 5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

**Response:**

College has various academic & administrative bodies for the active participation of the students. This inculcates leadership quality among the students, enhance their overall personality, develop confidence in them, nurture their inner strenght and can showcase their talent.

**Its selection, constitution, activities and funding:**

- Each section from I Year to Final Year has a Class representative, elected by the class members.

- Nominees for Class Representative (CR), should be regular i.e. having good attendance, good academic record, having Leadership Qualities and should be Active in curricular & Extra-curricular Activities.
- Class Representative listen to the views and suggestions of the entire class with respect to the faculty, subjects, syllabus and other things related to the class, and take necessary action.
- Class Representative helps students to share their views, interests, and concerns with lecturers and principal.
- Class Representative helps students to solve their subjects difficulties, guide them for RTMNU examination and also encourage to participate in curricular & Extra-curricular Activities.
- Every year student forum is being installed by every department. It consist of elected students representatives, who bring in curricular & Extra-curricular Activities in the department and institutions.
- Every year fund is provided for cultural events, sports & various activities under student forum.
- Programs like paper presentations, workshops and seminars are organized by the forum every year.
- Details of various academic and administrative bodies that have student representatives on them.

1. Student Forum

2. Alumni Cell

3. Cultural committee

4. NSS committee

5. Rotaract Club committee

**The funding for various activities of the internal college bodies is provided by the College Management.**

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year****Response:** 11.6

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

2016-17	2015-16	2014-15	2013-14	2012-13
16	13	11	11	7

File Description	Document
Report of the event	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>
Number of sports and cultural activities / competitions organised per year	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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:**

College organizes alumni meet once in a academic year. It acts as a bridge between the former students, current students and authorities. Information is updated about placement scenario in the companies in which the alumni are employed / related companies. The suggestions and feedback of alumni students are always considered for Institutional development.. Alumni addresses the juniors, share their experience and updates their information available with organization. Faculty members are in touch with their former students and they are invited for college programmes.Applied for registration for association. A scholarship to economically backward candidate from each dept. is given from alumini fund (proposed).

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**5.4.2 Alumni contribution during the last five years(INR in Lakhs)****Response:** <1 Lakh

<b>File Description</b>	<b>Document</b>
Alumni association audited statements	<a href="#">View Document</a>

**5.4.3 Number of Alumni Association / Chapters meetings held during the last five years****Response:** 0**5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Number of Alumni Association / Chapters meetings conducted during the last five years.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>

## 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

The constant Endeavour of Guru Nanak Institute of Technology is, to prepare professionally responsible and technically sound corporate citizens out of budding engineers.

##### Mission

1. To establish a proper & planned Post Graduation facility.
2. To prepare the students with the sound academic backup and also with the capacity of working innovatively on research projects.
3. To establish Industry-Institute interaction to bridge the gap between the requirements of industry and the inputs provided by the Institute.
4. To undertake consultation work from the nearby industries to generate resources.
5. Preparing students for self-employment with the support of innovative research projects and industrial atmosphere of the institute surrounding

The management of Guru Nanak Institution is supported by the members of the Governing Body in designing strategies for achieving the vision and mission of the Institute as well as administration of the institution.

The Principal is the head of the Institution who implements the strategies formulated by the management with the help of Heads of Departments. The quality policy of the Institute is formulated by the Management with the inputs from the students, faculty, Principal, Head of Departments, members of the Governing Body, taking into account the current trends in employment and needs of the society.

The Management extends all support, in terms of funding, Human wealth and Infrastructure in order to implement the quality policy in every aspect of the functioning of the Institute. The Chairman regularly meets the Principal and Heads of Departments to review and discuss the strategies by which the set goals are attained and to ensure that the Institute is in the right track towards achieving its Vision.

##### Role of the Top Management, Principal, HOD and Faculty Members

- The Management representative (CEO) provides necessary inputs to the Principal, Dean Academics & Head of Departments for intend of quality policy and reviews the implementation process of the quality plans as well as regularly takes overview of administrative, various academic functions, ongoing in the entire organization and provide essential support.
- Principal takes initiative to develop healthy relation with eminent academicians, industries, professional bodies, renowned institutes, faculty members and students which helps to plan and implement the quality measures and prepares perspective plan, budget of the institute and takes

necessary sanction from CEO.

- HODs are Plan, organize and monitor execution of the academic activities according to the departmental calendar and take the feedback of teaching learning process regularly and suggest the corrective actions to faculty as and when required.
- Faculties upgrade their knowledge through research, higher education and publications and also interacting with the students and make them aware about the importance of quality policy.

### **The policy statements and action plans for fulfillment of the stated mission**

- Leadership develops the policy statements like Vision, Mission, Quality policy and action plans for fulfillment of the institute operation.
- They lead and persuade the staff to enthusiastically involve themselves in realizing objectives and the goals of the Management of the Institute.
- Assists in implementation of outcome based teaching methodology and Promotes research activities as well as encourages entrepreneurship.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### **6.1.2 The institution practices decentralization and participative management**

#### **Response:**

The institution believes in decentralization of administration and transparency of governance. The liberty is given to all Heads of the department, Faculties and other staff in planning, organizing and implementing various activities in the department in an efficient way. The HODs always entrust the authority and support to the faculty in taking up various activities at departmental level. To develop leadership skills, the institute encourages the all staff to attend training programs. The Management representative (CEO) also adopts a practical way of giving responsibilities to staff to enhance the leadership capabilities.

Following procedure is adapted for this purpose.

- Faculty members are involved in various committees and they are assigned various portfolios, which provide enough opportunities to show their managerial skills and strength.
- Based on the performance of a faculty in academic work, senior Faculty members and feedback from students, the CEO and Principal identifies the field of expertise of every faculty, provides different levels of leadership tasks and responsibilities to the faculty

The Institute has always promoted participative management as it believes that it would result in creating



an ambience favorable for the overall development of the institute. The Management representative (CEO)/Principal actively takes part in the working of the institution. They are always open for the discussion with the teaching and the non-teaching staff to encourage for the effectively improvement of the institutional practice. The Principal along with the Head of the Departments discuss the problems, requirements and suggestions to improve the quality in educational and the infrastructure. The teaching and the nonteaching staff are included in the Institute level committees as a part of participative management. The Management representative (CEO) looks after the financial expenditure and manages the funds for various developmental activities. There are various committees constituted to manage the different institutional activities.

**The Institute has subsequent prominent committees / cell which support decentralization policy:**

- Internal Quality Assurance Cell (IQAC)
- Research & Development Cell
- Industry Institute Interaction cell (IIC)
- Anti-Ragging Committee
- Library Committee
- Grievance Redressal Committee
- Sports Committee
- Entrepreneurship Development Cell (EDC)

The Institute has always promoted participative management as it believes that it would result in creating an ambience favorable for the overall growth of the institute. The Management representative (CEO) actively takes part in the working of the institution. He is always open for the discussion with the teaching and the non-teaching staff which, in turn, encourages the involvement of the staff for the improvement of the effectiveness and the efficiency of the institutional process. Regular departmental meetings are conducted. The Principal along with the Head of the Departments discuss the needs, problems and suggestions to improve the educational quality and the infrastructure improvements. The teaching and the nonteaching staff are included in the college level committees as a part of participative management. The Management representative (CEO) looks after the financial expenditure and manages the funds for the different developmental activities. There are various committees constituted to manage the different institutional activities.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

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

**Response:**

The institute has a perspective plan for development. The perspective plans are developed by the CEO,

Principal, Dean Academics, IQAC and Heads of Departments with a goal of succeeding towards the realization of the vision of the Institute. Also, the helps from the internal as well as external stakeholders and the vision regarding the ever changing global trends are considered for insertion. The Perspective/Strategic plans are reviewed periodically.

**Present perspective plan of the institute is as follows:**

- Accreditation from NBA
- Permanent Affiliation by Dr. Babasaheb Ambedkar Technological University, Lonere, Dist- Raigad
- To establish Ph.D. Research Centre
- To encourage faculties to register as Ph.D. supervisor and enroll Ph.D. students.
- To start applied courses along with regular curriculum.
- To develop laboratories as centers for higher learning and advanced research.
- To establish networking with University, research institutes and industries for placement services.
- To establish the Incubation Centre
- To run Add-on /Value added courses in all departments.

**Following aspects are considered in the perspective plan:**

- Teaching and learning
- Human resource planning and development
- Research and development
- Student training and placement
- Community engagement
- Industry interaction
- Entrepreneur Development
- Environment Protection Activities
- Stakeholders perspective

**Formulation of action plans into the institutional strategic plan**

The action plans for operations are prepared under the supervision and guidance of the Principal, Coordinator and Heads of the Departments. Teaching Plans, course File, time table arrangements, and various committees are initiated into their defined roles in formulating and achieving the strategic plan

**Interaction with External and Internal stakeholders**

The Management of Institute, CEO, Principal and Head of the Department interacts on regular basis with External and Internal stakeholders of the institution through:-

- Students Council
- Teacher-Parents Meet
- Regular meeting with all HODS
- Regular CMD/MD Meeting with Principal.

- Meeting with Industry Persons.

**Example: Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders**

The Heads of the Departments review the departmental progress for continuous improvement in consultation with the Principal and CEO. This is based on the employer's feedback about the students placed in the preceding years. Additional training is given in the areas requiring improvement as suggested by the business community.

To improve the performance of the students, internal assessment through Unit Tests, surprised Tests and Assignments is conducted periodically and the results are reviewed for the students.

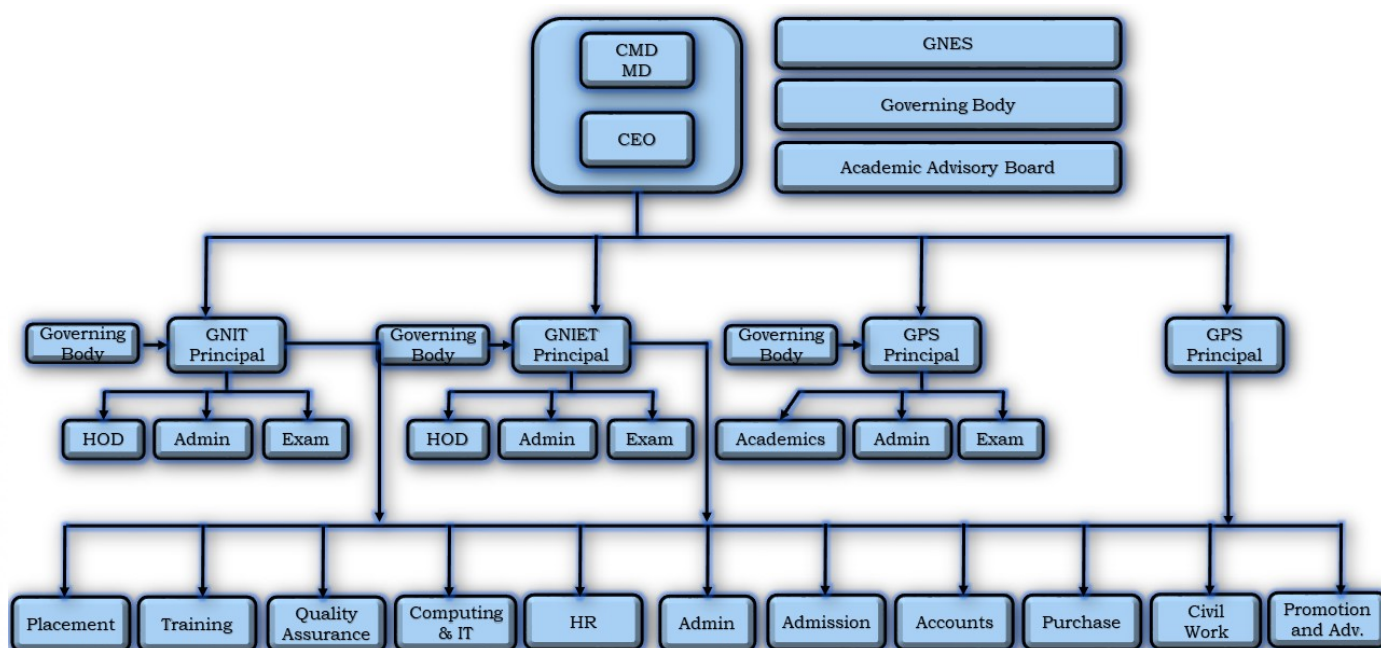
Remedial classes are conducted for academically slow learners. For acquiring research projects the institute encourages and arranges facilities. Stimulating faculty and creating culture of involvement, ownership, empowerment, and accountability at all levels of management. Implementing outcome based teaching methodology. A fair representation of all the faculties-Humanities, Sciences, and Engineering is kept in mind while constituting committees for various aspects of college's execution.

The principal, in consultation with the HODs plans the activities to bridge the knowledge gap through industry oriented add- on courses, guest lectures by leading academicians and industrialists. The Principal and Academic Enhancement Committee undertakes a feasibility study prior to implementation of the new programme and introduces suitable modifications if necessary.

File Description	Document
Any additional information	<a href="#">View Document</a>
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**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:**



<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 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

**Response:** C. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and

**implementation of their resolutions****Response:****Governing Body Minutes of Meetings(2016)**

Sr.No.	Agenda	Resolution
1	The Principal reviews the previous BoG meeting approvals and action taken.	Governing Body were satisfied on the progress and action taken on the resolutions of the previous governing body meeting of 04th June 2016.
2	Strategy of Technofun - 2016	<p>Dr. Sudhir Shelke, Principal, put forward the planning of Technofun - 2016 for the student of 12th standard (General Science /Vocational).</p> <p>He proposed the December would be favorable month for Technofun and 22nd Dec 2016 is proposed date. He also give an idea of the various events that would take place under it.</p> <p>Governing Body unanimously accepted the decision and extend support to the decision.</p>
3	To promote faculties based on their qualification and Experienced	<p>Principal request management to promote eligible faculties based on their qualification and experienced to the respected positions.</p> <p>Governing body appreciated the request and accepted to promote the experienced and eligible faculties from their present designation to the respected positions as per the norms of the institution.</p>

A technical event '**TECHNOFUN 2016**' was organised on 22-12-16 for the students of 12th Standard (Science) under aegis of Guru Nanak Institute of Technology. It was a state level event designed to impart technical skills to the students. In view of this various technical short term work shops were designed for the students. The workshop focused on briefing the students about the specialization in various engineering

branches. Prominently workshop infused knowledge about applied sciences, civil engineering, mechanical engineering, electronics and telecommunication engineering and computer science engineering. Each workshop was assisted with demonstrations and activities which involved the participants. Along with the technical workshops many games and competitions were also conducted to motivate the students and built there technical interest.

**Entries were received from following places:**

Nagpur,Bhandara,Gondia,Kalmeshwar,Katol,Amgaon,Tumsar,Karanja,Mohpa,Savner,Jalal, Kheda,Morshi,Wardha

**Total number of participants was 1440.**

The event was successfully conducted under the able guidance of the patrons S. Navneet Singh Tuli, CMD GNI, Mrs. Tanpreet Kaur Tuli, MD GNI and Dr. Sanjeev Shrivastava, CEO GNI. The Advisors Dr. N.V. Deshpande, Principal GNIET and Dr. S.Shelke I/c Principal GNIT mentored the event. The conveners Prof. Reena Thakur HOD CSE and Prof. Narendra Wadaskar HOD ME worked for the smooth conduction of the event.

**The Schedule for TECHNOFUN 2016**

Time	Name of Competition	Venue	Name of Co-ordinators
10:00 to 03:00	LAN Gaming	Computer Center Ground Floor, Lab 306	Prof. Abhishek Kinhekar 9422559640
	Play Station	G- 01	Prof. Kshitij Peter 8976256458
	Treasure Hunt	ETC Seminar Hall	Prof. Neha Chourasia (Co -Ordinator) 9130007084 Mr. Rakesh Karmarkar
	Box Cricket	Playground Infront of T2 building.	Prof. Bhushan Behade (Co -Ordinator) 8237235899 Prof. Sandip Ramteke 8489959993
Lunch Break (1:00 to 2:00)			
4:00 to 5:00	Robotics	C406	ETC Department
	Design and Modelling	Seminar Hall	Civil Department

	(Road and building)	Civil Engg.	
		GNIT(SF)M2	
	Preparation of Mould Cavity	MP SHOP GNIT	Mechanical Department
	Android App Development	Auditorium GNIT	CSE Department
	Assembling of Electrical Distribution Board	Machine Lab, Lab 101	Electrical Department
	ROCK/DANCE	Between M1 and M2	Discipline Committees
<b>File Description</b>		<b>Document</b>	
Any additional information		<a href="#">View Document</a>	
Link for Additional Information		<a href="#">View Document</a>	

### 6.3 Faculty Empowerment Strategies

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

##### Response:

The Institution has always been keen on the professional development of the teaching and non-teaching staff. The institute makes genuine efforts to enhance and enrich the professional development of teaching and non-teaching staff as follows

##### Teaching Staff

- Faculty development programs /STTP, Workshops and Conferences are conducted in the institute
- Technical workshops are conducted by the institute to keep update with syllabus and new technologies.
- The institute encourages the teaching staff for arranging / attending industrial training programs/ visits.
- Experts from the industry and academia are invited for interaction with the teaching staff to update their knowledge.
- Giving financial assistance and granting on duty leave for paper presentation as well as participation in Seminars/Workshops/Conferences.
- Faculty makes use of NPTEL video lectures and notes prepared by IIT experts to improve teaching

learning process.

- All faculties are encouraged to pursue higher studies such as PhD by providing adequate time to undertake course work and research work.
- Faculty members are motivated to undertake professional body membership for active involvement.
- The Institute provides Computers with Internet facility to all teaching staff.
- Various important portfolios in the department are assigned to the senior faculty members by HOD. The younger faculty members assist them to accomplish the activities and acquire good knowledge and experience.

### Non-Teaching Staff

- The institute encourages the non teaching staff for arranging / attending industrial training programs/ visits to update their technical knowledge.
- The Institute provides Computers with Internet facility to all non teaching staff
- Conducting specialized computer awareness workshops for non-teaching staff.
- Permitted for Higher studies under Earn and Learn Scheme of the Institution

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 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:** 17.45

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

2016-17	2015-16	2014-15	2013-14	2012-13
33	4	0	55	0

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** 0.6

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	2	0	1	0

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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:** 3.99

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

2016-17	2015-16	2014-15	2013-14	2012-13
12	07	01	02	01

File Description	Document
IQAC report summary	<a href="#">View Document</a>
Details of teachers attending professional development programs during the last five years	<a href="#">View Document</a>

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

The performance appraisal system consists of self appraisal by the reviewing officer. Faculty members are requested to submit their self-appraisal form at the end of every academic session which is approved by the

respective Head of the Department. Faculty members have to emphasize all their academic as well as other achievements/ assistance in their performance reports.

The Head and the Principal go through the performance report submitted by faculty member to review their performance with respect to different components including his/her teaching methodology, administrative, co-curricular, extracurricular, research, extension, Copyright, patents, result analysis of subjects, professional development and capability which leads to the over-all academic development. Performance appraisal system is also available for non-teaching staff.

- Review of the performance of the appraisal report is taken by the management and Principal. The decisions are taken according to The strengths and weaknesses are identified and discussed, accordingly communicated to staff through Principal
- Student's feedback system is effectively implemented in the College. The discussion of the HOD with the faculty members takes place for corrective measures and suggestions are given by the HOD to the faculty members, it is shared with the Principal
- Based on the performance appraisal, staff is given annual increments and in some cases additional monetary benefits are provided to the deserving candidates. For certain achievement appreciation letters are given.
- Faculties who have consistently been sub -standard in their performance are replaced.
- For outstanding achievements, appreciation letters are issued by the HOD. The best outcome of this process is that each faculty member becomes aware of the self performance and tries to improve oneself in those areas so that he/she can score better in the next year.
- Faculty with low score is personally counseled by the Head of the department and is motivated to improve.
- Faculty members are identified on the basis of the overall feedback and these faculty members are nurtured to enhance their capabilities.

File Description	Document
Any additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

The Institute has the mechanism for internal and external audit as per details given below:

#### Internal audit

An internal approval system for all expenses is recognized in the place of institute. Therefore, every expenses voucher is recommended by the head of the department and approved by the Principal. All vouchers are audited by an Internal Auditor on a routine basis.

**External Audit**

Books of accounts are prepared as per statutory requisite and audited yearly by external qualified chartered accountants. The accounts of the Institute are audited by chartered accountant frequently as per the Government policy. The auditor ensures that all payments are duly approved. The auditor conducts statutory audit at the end of financial year. After the audit, the report is sent to the Management for evaluation.

File Description	Document
Any additional information	<a href="#">View Document</a>

**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:** 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	00

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

**Response:**

- Regular and organized effort is taken to make funding through different research proposals.
- The management ensures that the research fund is being used for the future purpose of Institution.
- The college has a separate Research and Development Cell to guide each department heads to obtain grant-in-aid and finance from various funding agencies.
- Faculty members are encouraged and motivated to submit research proposals to various funding institutions. The Head of the Department encourages the faculty members regularly to submit proposal for organizing the FDP/ Seminar/ workshop to funding agencies.
- The members of faculty are encouraged to take-up consultancy services from various industries and organizations.
- The institute has a policy to retain consultancy amount in the ratio of 75:25 to individual faculty member.
- The college also receives funding from various central and state government agencies for conducting seminars, workshops and short term training programs as sponsorship amount. This amount is exclusively used for intended purpose.
- Audited statement and utilization statement are submitted to the concerned agency after the completion of the event.

## 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 primarily monitors the working particularly in conduction of regular theory and practical classes, lesson plans prepared by the faculties, course completion, delivery mechanism, curriculum transaction and conduct of internal assessments.

- ensures that the departments are completing all the activities within the scheduled period mentioned in the academic calendar. The IQAC also ensures that the departments prepare all the required academic and administrative documents before commencement of the classes and are properly notified on time and brought to the notice of all the concerns.
- ensures that the departments are conducting the internal assessment, evaluating the scripts and are notifying the marks in the departmental notice boards.
- overall monitors the various activities mentioned in the University Academic Calendar and Institute Academic Calendar and ensures about their proper execution by the departments and concerned authorities and persons.
- collects periodical reports from each department regarding the activities and performance of the departments.
- ensures that whether the workloads of the departments are distributed proportionately amongst the teachers.
- submits a Comprehensive Report in confidential regarding performance of the departments to the Principal of the Institute.

Ex- R&D workshop

Under the banner of ACES a Guest Lecture on “How to Write a Research Paper for Journals” was held in for Civil Engineering students on 24/01/2015. The overall objective for conducting this guest session was to provide students with little bit knowledge about key elements on how to write International and National Paper. The speaker guest invited was Dr. P. V. Washimkar , Dean, R & D Department, Dr. G. Awchat, HOD, Civil welcomed the guest with a floral bouquet. The speaker Dr. P. V. Washimkar started with briefing the basics key elements like fundamental style considerations, Strategy for efficiently writing up research results, the nuts and bolts of format and content of each section of a paper and also have given the tips for publishing the paper in a well known journals The seminar host was 3rd year student Miss Shweta Pande and she have also extended the vote of thanks. Er. B.R.Gautam and Er. N.Y. Barve was present for session.

***Number of Students present: 45***

ex-2 – Industry Institute Interaction

Department of CSE and ETC has recently signed MOUs between Guru Nanak

Institute of Technology, Nagpur and Revat Network Academy, Nagpur on 13/6/2017. This MoU is intended to provide the students of department hands on training in different domains, organize seminars and workshops on recent trends, trainings on live projects and industrial visits. Mr. Raj Arora, Director, Revat Network Academy along with his team was present on this occasion. Prof. Reena Thakur, Head of Department expressed that this MoU will intensify the academic cooperation. Prof N. Chitare has worked for the successful and smooth execution of all the formalities.

Dr. Sudhir Shelke, Incharge Principal has urged to keep this MoU active by organizing and conducting various technical activities thereby imparting the skills in students. Dr, Sanjeev Shrivastava C.E.O, GNI, Sardar Navneet Singh Tuli C.M.D, GNI, Mrs. Tanpreet Kaur Tuli, M.D, GNI appreciated the efforts taken by department.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 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) Academic Monitoring Committee:

Institute level Academic Advisory Committee conducts the departmental inspection periodically to assess syllabus coverage, faculty file, attendance register, contact hours distribution and student's feedback and assessment reports. There is no provision for external review of the academic process.

Students are provided with softcopy of the study material. The platform used for this purpose is 'Moodle'. Moodle is open source software used for academics. All the faculties have their respective accounts on Moodle wherein they upload all the study material for the specific subject. This material is available to students in various formats such as ppts, videos and PDFs. Furthermore, we make use of Moodle to provide assignments to the students and conduct on-line quiz.

Students are facilitated with Hand book at the starting of the semester. This handbook gives students the overview of the current semester. Hand Book provides information regarding- lesson plan, academic calendar, question bank, previous year question paper, time table, teacher guardians and code of conduct. In-addition to this handbook provides the Vision & Mission of the institute. Also the major infrastructure detail is provided to aid the students.

#### 2) Following institutional mechanisms are in place to continuously review the teaching learning process:

- Attendance registers, Teaching plan and its execution plan are checked by the Head of the Department on regular basis.
  - Syllabus coverage and attendance is analyzed on the fortnightly/monthly basis by Head of the Department and suggestions are provided for the corrective actions, required, if any.
  - Feedback is taken by the Teacher-Guardian (TG) from the allocated students. The Teacher-Guardian conveys the feedback to the Head of Department and the Head of Department take corrective measures. The performance of the student is also conveyed to the parents through SMS and telephonic conversations. Teacher-Guardian also used to counsel and mentor the allocated students.
  - Head of the Department takes verbal informal feedback from the students which are used for the improvement in Teaching-Learning Process.
  - Internal practical assessment is carried out in the laboratories.
- 
- The Head of Department also collects feedback from the students, analyze it and takes corrective actions, required, if any.
  - Course end survey feedback is taken from the students at the end of the session. It is used to analyze the understanding of students in particular subjects.
  - Analysis of internal assessment tests is done and used for further improvement and extra-classes, remedial classes are arranged, if required.
  - Analysis of University Results is done. It helps to suggest any improvement in the Teaching-Learning Process then students are counseled and mentored by the senior faculty members and the Head of the Department outcome of the reviews:
  - The quality of Teaching-Learning Process in the institute has been improved and hence University results are appreciable.
  - Continuous monitoring and mentoring of the students, helps to improve their performance.
  - Individual faculty gets inputs to improve their performance and thus contribute to the improvement of Teaching-Learning Process as result the placement figures are improving.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 3.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
02	08	01	03	02

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	<a href="#">View Document</a>
IQAC link	<a href="#">View Document</a>

#### 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

**Response:** D. Any 1 of the above

File Description	Document
e-copies of the accreditations and certifications	<a href="#">View Document</a>
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>

#### 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:**

IQAC is motivating faculty for the field of research and guide them for enhancement in teaching learning process.

IQAC visits all departments and conducts the meetings with teaching and non teaching staff. They also invite the staff nominees for IQAC meetings. IQAC reviews the achievement of all staff and appreciates and interacts with teaching and non teaching staff. IQAC also engage some staff for its administration and developmental work.

IQAC interacts with our students and alumni member. Alumni member give useful suggestions about restructuring of curriculum and industrial emerging trends. They always give their contribution about the Institutional processes. Students also shares their specific academic and co curricular requirements with IQAC.

Academic audit is a regular feature in the Institute for continuous monitoring of the students' performance. Apart from this, the Institute regularly monitors the performance of the students through:

- Student's attendance

- Assessment of program outcome after the internal and external examinations
- Mentoring system
- Transparent evaluation procedures for internal assessment
- Test Marks

The occurrence of low student's attendance was critical and need to be addressed immediate with Initiated by Students Mentoring System through all Department. It was required to take the follow-up regularly of consistently absent students. Hence, IQAC cell has implemented students mentoring system which collects all information of students and parents, phone call report, some disciplinary issue, personal counseling report etc, class teacher's role played as mentors, there is a remarkable improvement in attendance. This is in practice throughout a year since last four years.

File Description	Document
Any additional information	<a href="#">View Document</a>



## 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

2016-17	2015-16	2014-15	2013-14	2012-13
3	4	3	1	2

File Description	Document
Report of the event	<a href="#">View Document</a>
List of gender equity promotion programs organized by the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 7.1.2

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

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

**Response:**

The University organizes special programs for gender sensitization. The University follows an open and transparent system of selection, purely based on merit for recruitment, irrespective of gender, whether male or female. The selection is carried out through an open advertisement followed by presentation, interview / test respectively.

- The institution has Women grievances cell which looks after the issues pertaining to women harassment in particular.
- Women Grievances cell is capable of dealing the cases (if any) very confidently with its team consisting of prime members like Principal, functional head of the cell, Experienced and regular staff and a few women faculty members.
- The cell also conducts different activities to encourage women to fight against any kind of injustice occurring due to gender bias.
- It can be stated with due pride that, in the institution, no incidence of sexual harassment of women

students is encountered till date, due to the discipline in the campus.

- The campus is proved to be very secure due to its well-maintained security system.
- The management is very concerned about health and security of all students and thus provides bus facility to attend any type of emergency for 24×7.
- A fully functional health Centre with a doctor and nursing assistant's facility is in place to offer medical care for minor issues and first aid.
- As per Government of India and Government of Maharashtra, Institute providing the sanitary napkins for hygienic security of women's.
- Organized workshops focusing on issues like stress free life, Anger management etc by the designated resource person. Faculty counselors are always available to counsel and address the issues of girl students.
- Sick room for girl students with required facilities.
- Separate common rooms for girls as well as boys.

File Description	Document
Any additional information	<a href="#">View Document</a>

### 7.1.3 Alternate Energy initiatives such as:

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

**Response:** 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 439113

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 7.1.4 Percentage of annual lighting power requirements met through LED bulbs

**Response:** 6.01

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

Response: 2568.22

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 42768

File Description	Document
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.5 Waste Management steps including:**

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

**Response:****Solid waste management:**

- Institute has taken an initiative to dispose wet and biodegradable waste, generated in the campus through canteen food waste, mess food waste, other solid wastes, etc. and procurement of decomposed machine for solid waste is under process.
- Garbage is collected by housekeeping personnel and transported to disposal site. Waste papers are collected and sold to vendor time to time.

**Liquid waste Management:**

- Chemicals and hazardous materials used for practical purpose are purchased as per requirement and need, so that there is no question of managing disposing outdated chemicals.
- Liquid chemical wastes generated from chemistry laboratory and environmental laboratory are diluted/ neutralized and then discharged.
- Exhaust fans are installed in the laboratories to exhaust the hazardous gases.

**E-waste management:**

- "E-waste" is a popular, familiar name for electronic products nearing the end of their "useful life". E-wastes are considered hazardous, as certain components of some electronic products contain materials that are hazardous, depending on their situation, conditions and density.
- Hence, our institute provides a dedicated place to collect e-waste such as old computers, laptops, IC's, CDs, batteries, pen drives, Discarded or irreparable electrical and Electronic devices collected and periodically sold to vendors for recycling.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 7.1.6 Rain water harvesting structures and utilization in the campus

#### Response:

- Day by day in this region water level is depleting, which necessitates the recharging of the ground water source. Therefore, the institute has implemented rainwater harvesting, which has saved significant amount of water expenses. This system recharges the institute bore well.
- Final year students are proposed to take initiatives on live rain water harvesting project to improve the ground water level. The Institution has adopted rain water harvesting system to sustain the ground water availability. Systematic rain water harvesting to collect the rain water from terraces is implemented.
- The rain water on ground is collected and the arrangement is made for its percolation for recharging the ground water aquifers.
- Waste water of the Institute is collected and treated. The institution adopts sprinkler procedure in large lawns and water is very judiciously used for plantation purposes.

#### Benefits:

1. Helps in recharging the soil
2. Improvement in ground water quality by dilution
3. Improves soil moisture
4. Reduces soil erosion by minimizing run of water

File Description	Document
Any additional information	<a href="#">View Document</a>

### 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 Practices followed by both the faculty members and the students in the campus are:

**a) Bicycles:**

- The student resides nearby villages encouraged to come in bicycles on daily basis.
- The institute labours and D class employees are uses bicycles as their vehicle.

**b) Public Transport:**

- The institution is located just less than 0.5 km from the highway. So we encourage our faculty members and students to use the public transport for safety, security and fuel conservation.

**c) Pedestrians Friendly Roads:**

- The campus has wide, well maintained black top roads, covering every nook and corner of it. It has foot paths on both the sides. The surrounding hostel students also use our roads in the early mornings and late in the evenings.

**Plastic free campus:**

- Use of plastic bags and cups are discouraged in the campus. Even in the canteen usage of steel plates/ leaf plates and steel cups or paper cups are mandatory.

**Paperless office:**

- Institute has insisted on e-governance since inception of the institution. Work environment in the college campus is Paperless in which the use of paper is eliminated or greatly reduced. This is done by converting documents and other papers into digital form.
- Even the official & academic information is stored & maintained and circulars are preferred to be sent only through institute portal or mails.

**Green landscaping with trees and plants:**

- The institute has taken several measures for planting to make Green Campus. There is lot of tree and plants are available which can nourish the atmosphere. 50% of total area is covered with trees and lawns. Tree plantation in the campus is the regular activity of the NSS.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years****Response:** 0.1

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)

2016-17	2015-16	2014-15	2013-14	2012-13
0.417	0.66	0.60	0.62	0.58

File Description	Document
Green audit report	<a href="#">View Document</a>
Details of expenditure on green initiatives and waste management during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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)

**Response:** D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
link to photos and videos of facilities for Divyangjan	<a href="#">View Document</a>

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

**Response:** 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	00

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 3

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	0	0

File Description	Document
Report of the event	<a href="#">View Document</a>
Details of initiatives taken to engage with local community during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	<a href="#">View Document</a>

<b>7.1.13 Display of core values in the institution and on its website</b>	
<b>Response:</b> Yes	
<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Provide URL of website that displays core values	<a href="#">View Document</a>

<b>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</b>	
<b>Response:</b> Yes	
<b>File Description</b>	<b>Document</b>
Details of activities organized to increase consciousness about national identities and symbols	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

<b>7.1.15 The institution offers a course on Human Values and professional ethics</b>	
<b>Response:</b> Yes	
<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Provide link to Courses on Human Values and professional ethics on Institutional website	<a href="#">View Document</a>

<b>7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions</b>	
<b>Response:</b> Yes	
<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Provide URL of supporting documents to prove institution functions as per professional code	<a href="#">View Document</a>

<b>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</b>
--



**harmony and social cohesion as well as for observance of fundamental duties during the last five years**

**Response:** 032

<b>File Description</b>	<b>Document</b>
List of activities conducted for promotion of universal values	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:**

**Yes,**

National Festivals are celebrated with enthusiasm. Our students are on a mission towards better India. They come together breaking the boundaries of religion and caste. Thoughts of great Indian personalities sowed into the young minds through the exhibitions and programmes conducted on these days. Every year our institute organizes the national festivals and birth / death anniversaries of the great Indian personalities.

Institution Organizes National Festivals and Birth and Death Anniversaries of great Indian Personalities.

- Independence Day
- Republic Day
- Engineer's Day
- Gandhi Jayanti
- Teachers Day
- Youth Day - Swami Vivekananda Birth Anniversary
- Guru Nanak Jayanti
- International Women's Day
- International Yoga Day
- Constitution day

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

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

**Response:**

**Yes**

- Guru Nanak Institute of Technology (GNIT) is affiliated by RTM Nagpur University. It statutes outline for the financial, administrative, and reporting requirements for higher education institutions. Ethical and responsible conduct permeates the institution, from its financial functions, through its academic and personnel policies, to its varied auxiliary functions. To ensure that the university operates transparently and openly in all activities, the institution develops and updates policies. College has a dynamic history of policy review/revision that reflects the University's ongoing commitment to integrity and ethical actions.
- It has managed to improve faculty and staff salaries in the past 8 years.
- Institute monitors its fund allocation by benchmarking itself against other institutions.
- It endeavors to ensure all financial transactions, reports and documents are completed with integrity, and that the institution presents timely and accurate information to the University community, alumni, and business associates, as well as state and federal governmental agencies.

## 7.2 Best Practices

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

**Response:**

#### **Best Practice 1**

**1. Title of the Practice: Implementation of training and placement policy for improving the performance of the students in placement drives.**

**2. Objectives of the Practice:**

The goals of implementing the training and placement policy are:

- To design a framework of imparting training to the students, aimed at improving the communication skills, domain knowledge and soft skills.
- To design it in modular form, which is to be implemented starting from first year itself.
- To expose students to recent technological trends.
- To make them industry-ready and employable

#### **3. The Context**

Most of the students are from Nagpur and adjoining districts and from rural background, they were found lacking in communication skills and soft skills. All this contributed to lower selection rate in recruitment drives of various companies. Based on the feedback received from industry, following areas were identified where improvement was needed:

- a. Less awareness of current technological needs of the industry among the students.
- b. Students are weak in communication & aptitude skills.

c. Students also lack in basic technological inputs.

d. Lack of awareness among students about importance of aptitude tests.

#### 4. The Practice

The policy consisted of the methodology and schedule of imparting various inputs to the students, in order to improve the performance of the students in recruitment drives. The inputs were subdivided in to systematically design training modules catering to communication skills, domain knowledge and soft skills. In order to make the students aware of the importance of various skills i.e. aptitude, communication, soft skills and technical skills, counseling and technical sessions were conducted. A representative schedule of inputs to be provided to students at various levels, duration and mode of implementation is shown below:

Year/ Semester	Program
I, II Year	Induction Program
II, III & IV Year	Confidence building program, communication skills development activities (To be conducted through T & P Department )
II, III & IV Year	Soft Skills Development Program
II, III & IV Year	Technical Training-II: Java, Sketchup software, AutoCAD, cloud, big data Embedded systems etc. identified program based of industrial need
II, III & IV Year	Campus Recruitment Training-I (To be conducted through T & P Department )
II, III & IV Year	Workshop on Aptitude Test
II, III & IV Year	Aptitude test
II, III & IV Year	Personality Development
II, III & IV Year	Non Technical Session (Aptitude).
II, III & IV Year	Technical Session
II, III & IV Year	Entrepreneurship Awareness and Development
II, III & IV Year	Entrepreneurship Awareness Camp by MCED

#### 5. Evidence of Success

Feedback from the industry shows the improvement in student quality as far as communication skills and soft skills. The companies noticed the improvement in performance in these two areas. The success rate in aptitude test / screening test was found improved in recruitment drive of various companies.

## 6. Problems Encountered and Resources Required

One of the major problems faced was the availability of time. Giving these extra inputs as per the planned schedule within a short span of three months duration in a semester was a challenging task. The placement department and placement committee at department level worked hard for extra duration to achieve the goals. Some of the modules and practice sessions were conducted with the help of in-house resources.

Another challenge was to evoke the response of the students particularly at first and second year level. Need of additional financial resources to impart these training was another hurdle. However looking at the importance of the program, the management of GNIT readily sanctioned the extra budget.

### Best Practice 2

#### 1. Title of the Practice: Academic and Administrative Audit (AAA)

#### 2. Objective of the Practice:

- i. To get the college assessed through the panel of peers
- ii. To enhance the quality of the college by seeking suggestions and recommendations from the panel
- iii. To know the status of the college at academic and administrative level.

#### 3. The Context:

The college gives prime importance to quality education by adopting quality measures. One of the ways to ensure quality is to evaluate the performance of the college through self-assessment and volunteer itself for assessment by the panel of peers.

So the Academic and Administrative Audit of the college is carried out at the start & end of every academic year to evaluate the performance of the college in academic and administrative practices.

#### 4. The Practice:

The Academic and Administrative Audit is carried out by the Panel of the peers at the start & end of every academic year. The panel consists of (1) Chief Executive Officer, (2) Principal, (3) three senior teachers from the departmental faculties, (4) Administrative Officer and (5) one senior member from the administrative staff. The principal encourages all the faculties & supporting staff to make all the details in soft as well as hard copies which required for the audit. Before starting of Session, Principal checking all the parameters which are required in audit like teaching plan, notes(hard & soft copy), ppt's, lab details,etc. The audit consist of weekly audit (syllabus coverage), half monthly (Student Attendance) and monthly audit report(total lectures).

The audit is carried out as per the format prepared by the Panel. The panel visits the college/departments on the scheduled date as per the programme prepared well in advance. The panel interacts with the faculties and the administrative staff, as well as, visits the departments and support services. The panel

verifies the documentary evidences available for validation. The panel also observes seriously whether the suggestions made by the previous panel have been rectified properly. The panel submits detailed report to the Principal in the Exit Meeting based on SWOC analysis.

### 5. Evidence of Success:

Due to the Academic and Administrative Audit (AAA), the overall profile of the college has enriched with more number of research activities (increase in publications, presentations, organization of national seminar/conferences, etc.), introduction of program for career/skill development, introduction of new PG courses, of cultural, sports and extension activities. The profiles of the individual teachers have also been enriched due to their active participation in research, academic, extension and other activities. Due to the AAA practice, the teaching learning and administrative works have become disciplined.

### 6. Problems Encountered and Resources Required:

The main problem for implementation of the AAA is availability of the peers on a particular date. The resources required are the experts from various faculties, and financial assistance.

### 7. Contact Details:

Name of the Principal: Dr. Sudhir N. Shelke

Name of the Institution: Guru Nanak Institute of Technology, Nagpur

City: Nagpur

Pin Code: 441501

Work Phone: 07118-661450

Fax: 0231-2658840

Website: [www.gniem.ac.in](http://www.gniem.ac.in)

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Mobile: 09765556956

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 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:

*The Institute vision is “To prepare professionally responsible and technically sound corporate citizens out of budding engineers”.*

An atmosphere that facilitates personal commitment to the educational success of students in an environment that values multiplicity and society.

Guru Nanak Institute of Technology (GNIT) is very keen at facilitating personal commitment to the educational success of students and thus the Academic committee consisting of Principal, senior faculty members and Examination Coordinator prepares the academic calendar well in advance before the commencement of the session/semester. The faculty members before the commencement of semester prepares the lesson plan, and make it available to the students.

So many efforts are being made for the past few years to change the Teaching – Learning Environment into activity based learning. Following are the methods adopted to transform the academic environment:

1. Changing the teaching methodology by encouraging the faculty to use power point presentation where ever required.
2. Extensive use of online – content and other Video lectures to support the Class – room teaching.
3. Students are encouraged to present poster and oral paper presentations.

#### Counseling system (Teacher Guardian Scheme):

- Every faculty member is allotted 15 to 20 students to whom one acts as a counselor.
- The counselor identifies the academic and personal problems of his/her ward.
- The wards are encouraged to participate both in curricular and extra- curricular activities.
- Each department arranges guest lecturers periodically addressed by the eminent persons from Industry, Academic and Research Institutions.
- Eminent and renowned experts are invited from academic /organization/industries for seminar, workshop, conferences etc.

In addition to the classroom interactions, following are the other methods of learning experiences provided to the students:

- Project work
- Short term Industrial visit
- Internships
- Oral presentation
- Seminars/ symposiums/ workshops
- Paper presentations/ Group discussions
- Providing access to e-journals and e-books
- Use of ICT in delivering and learning process

Emphasis is paid to obtain feedback from parents, students, faculty members and alumni through informal

contact to obtain information about qualitative changes which are required.

### Feedback System:

- Students give feedback about the faculty at the end of each session or semester.
- Feedback is taken from the parents of the wards.
- Feedback is also taken from alumni

The students play major role in the events like Annual day, Sports day, Engineers Day etc., which are being organized by the college and inculcate the qualities of co-operation, coordination and team work.

Personality development programs and seminars are being conducted from the first year to improve communication skills & soft skills of the students.

Social Responsibility Activities Go Green Activity through plantation, Blood Donation, Visiting old age homes, plantation and visiting nearby villages and helping them according to their requirements.

### Achievement:

- Improved students understanding in domain knowledge
- Improved results and pass percentage
- Reduced backlogs and detention
- Improved placements and opting for higher studies.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

Taking into account the strengths, weaknesses opportunities and challenges the institution has the following plans for thrust towards its vision.

1. Accredited to NAAC and NBA to achieve academic excellence.
2. Setup incubation centre and strengthen Entrepreneur Development Cell to produce as many entrepreneurs as possible by mentoring students.
3. To collaborate with industries in specific areas of research/technology.
4. Increase the number of ranks in the University examinations.
5. Get 100% pass percentage.
6. Enhancement in Training & Placement activities.
7. Innovative Research, Publications and Patents.
8. Upgrading laboratory facilities to promote research.
9. To establish a research center, affiliated by R. T. M. Nagpur University, built around focus themes for which GNIT nagpur shall be known globally for national and societal impact.

### Concluding Remarks :

Guru Nanak Institute of Technology (Formerly known as Guru Nanak Institute of Engineering and Management) became functional in 2009 with B.E. programmes in 4 disciplines. In succeeding years, Institute expanded its working in 5 B.E. Programmes and 2 M. Tech. Programmes, focusing on its vision and mission. To justify mission of student support and progression, various means of teaching learning processes are being implemented. To initiate, preserve, and modify these features, a team of highly motivated and energetic visionaries work in harmonization as a governing body and management. To impart quality in all teaching and learning phases i.e. curricular aspects, IQAC (Internal Quality Assurance Cell) is established. Latest learning resources are provided not only in the form of notes, books, manuals and magazines but various other forms like ICT Moodle, NPTEL, Digital Library etc. All stakeholders are constantly encouraged to work for research, innovations and extension in education. To impart high level of ethical and moral conduct, and high standards of education excellence various curricular and co-curricular programmes are planned. Institute always looks forward to upgrade itself by adopting new and best practices all the time.



## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Number of certificate/diploma program introduced during the last five years</p> <p><b>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>11</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	12	11	0	0	0	2016-17	2015-16	2014-15	2013-14	2012-13	00	00	0	0	0
2016-17	2015-16	2014-15	2013-14	2012-13																	
12	11	0	0	0																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
00	00	0	0	0																	
1.1.3	<p>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</p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>34</td> <td>30</td> <td>25</td> <td>11</td> <td>11</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>2</td> <td>7</td> <td>1</td> <td>4</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	34	30	25	11	11	2016-17	2015-16	2014-15	2013-14	2012-13	0	2	7	1	4
2016-17	2015-16	2014-15	2013-14	2012-13																	
34	30	25	11	11																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
0	2	7	1	4																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p><b>1.2.1.1. How many new courses are introduced within the last five years</b></p> <p>Answer before DVV Verification : 3</p> <p>Answer after DVV Verification: 00</p>																				
1.2.3	<p>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</p> <p><b>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</b></p> <p>Answer before DVV Verification:</p>																				

2016-17	2015-16	2014-15	2013-14	2012-13
502	425	310	235	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
366	222	140	99	00

Remark : HEI has admitted that it does not have authority to offer certificate courses as mentioned in metric id 1.1.2 The Number of students enrolled in the Add-on programs year-wise has been corrected. This is as per the HEI data with the response

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

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

Answer before DVV Verification : 41

Answer after DVV Verification: 17

1.3.3 Percentage of students undertaking field projects / internships

1.3.3.1. Number of students undertaking field projects or internships

Answer before DVV Verification : 566

Answer after DVV Verification: 127

Remark : The HEI input updated for AY 2016-17 only as per attached HEI supporting document.

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
7	13	21	18	40

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
6	13	21	18	40

2.1.2 Average Enrollment percentage

(Average of last five years)

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
190	257	309	359	351

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
196	245	317	359	351

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
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2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
162	180	241	275	262

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
147	164	218	152	152

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

2.3.2.1. Number of teachers using ICT

Answer before DVV Verification : 114

Answer after DVV Verification: 124

Remark : The HEI input updated as per attached supporting document and self attested document by the principal

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

2.3.3.1. Number of mentors

Answer before DVV Verification : 160

Answer after DVV Verification: 127

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
10	09	08	05	04

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
10	07	07	05	03

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
5	2	0	0	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

2.6.3 Average pass percentage of Students

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

Answer before DVV Verification : 1011

Answer after DVV Verification: 291

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

Answer before DVV Verification : 1158

Answer after DVV Verification: 353

3.1.2 Percentage of teachers recognised as research guides at present

3.1.2.1. Number of teachers recognised as research guides

Answer before DVV Verification : 17

Answer after DVV Verification: 02

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
14	18	8	14	10

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
4	3	2	8	1

3.3.2	<p>The institution provides incentives to teachers who receive state, national and international recognition/awards</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: No Remark : The Document failed to open, in absence of any supporting document, the HEI input updated</p>																				
3.3.3	<p>Number of Ph.D.s awarded per teacher during the last five years</p> <p>3.3.3.1. How many Ph.Ds awarded within last five years Answer before DVV Verification : 18 Answer after DVV Verification: 00</p>																				
3.3.5	<p>Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years</p> <p>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 Answer before DVV Verification:</p> <table border="1" data-bbox="304 1335 1046 1469"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>16</td> <td>32</td> <td>44</td> <td>44</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1547 1046 1682"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>13</td> <td>11</td> <td>23</td> <td>23</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	18	16	32	44	44	2016-17	2015-16	2014-15	2013-14	2012-13	40	13	11	23	23
2016-17	2015-16	2014-15	2013-14	2012-13																	
18	16	32	44	44																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
40	13	11	23	23																	
3.4.2	<p>Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years</p> <p>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 Answer before DVV Verification:</p> <table border="1" data-bbox="304 1962 1046 2096"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>2</td> <td>1</td> <td>2</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	1	2	2	1	2										
2016-17	2015-16	2014-15	2013-14	2012-13																	
1	2	2	1	2																	

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
3	7	4	0	1

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
1	5	2	0	1

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
497	424	320	59	65

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
150	284	37	00	28

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
75	31	35	5	2

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	0	0	0

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)

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)

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
4	2	2	0	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	00

Remark : The HEI was requested to provide e-copies of functional MoUs on STAMP paper indicating the start date, completion date and scope of the work as proof to its claim. Functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. can only be considered here. Only two MOU's are on Stamp paper. Both these, Srinivas and Valmiki have only front page. Scope and period of validity is not known. These are not signed. The others are not on stamp paper and also do not qualify as MOU with institutions of National/ International importance, Other Institutions, Industries, Corporate houses. These are with service provider and training companies.

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

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 27

Answer after DVV Verification: 12

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
592.00	585.89	590.15	540.00	517.57

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
01	01	01	01	01

Remark : The HEI has provided depreciation statements for different years from which Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs) cannot be verified, hence HEI input has been updated to 01

4.2.3

Does the institution have the following:

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

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

4.2.6

Percentage per day usage of library by teachers and students

4.2.6.1. Average number of teachers and students using library per day over last one year

Answer before DVV Verification : 48

Answer after DVV Verification: 30

Remark : The HEI input updated as per attached supporting document and self attested document by the HEI principal.

4.3.4

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

Answer before DVV Verification : Yes

Answer After DVV Verification: No

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

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)

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
592.00	585.89	590.15	540.00	517.57

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	00

Remark : The HEI has included all administrative charges / expenses under Expenditure incurred on maintenance of physical facilities and academic support facilities. moreover it has not provided complete income expenditure statements for last five years and hence this metric id cannot be verified.

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
10	10	10	10	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
10	10	12	10	0

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
850	464	425	481	377

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
850	464	425	481	377

5.1.5	<p>Average percentage of students benefited by Vocational Education and Training (VET) during the last five years</p> <p>5.1.5.1. Number of students attending VET year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 349 1046 483"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>180</td> <td>220</td> <td>121</td> <td>116</td> <td>60</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 562 1046 696"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	180	220	121	116	60	2016-17	2015-16	2014-15	2013-14	2012-13	00	00	00	00	00										
2016-17	2015-16	2014-15	2013-14	2012-13																											
180	220	121	116	60																											
2016-17	2015-16	2014-15	2013-14	2012-13																											
00	00	00	00	00																											
5.1.6	<p>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: No</p>																														
5.2.2	<p>Percentage of student progression to higher education (previous graduating batch)</p> <p>5.2.2.1. Number of outgoing students progressing to higher education Answer before DVV Verification : 7 Answer after DVV Verification: 04</p> <p>Remark : The HEI input updated as per attached supporting document and self attested by the HEI principal</p>																														
5.2.3	<p>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)</p> <p>5.2.3.1. <b>Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years</b> Answer before DVV Verification:</p> <table border="1" data-bbox="306 1615 1046 1749"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>2</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1827 1046 1962"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>5.2.3.2. Number of students who have appeared for the exams year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 2040 1046 2085"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	4	2	0	0	0	2016-17	2015-16	2014-15	2013-14	2012-13	5	0	0	0	0	2016-17	2015-16	2014-15	2013-14	2012-13					
2016-17	2015-16	2014-15	2013-14	2012-13																											
4	2	0	0	0																											
2016-17	2015-16	2014-15	2013-14	2012-13																											
5	0	0	0	0																											
2016-17	2015-16	2014-15	2013-14	2012-13																											

2016-17	2015-16	2014-15	2013-14	2012-13
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5.3.1	<p>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.</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>02</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : The HEI input updated according to data in the attached supporting document</p>	2016-17	2015-16	2014-15	2013-14	2012-13	1	0	0	0	0	2016-17	2015-16	2014-15	2013-14	2012-13	03	02	0	0	0
2016-17	2015-16	2014-15	2013-14	2012-13																	
1	0	0	0	0																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
03	02	0	0	0																	

5.3.3	<p>Average number of sports and cultural activities/ competitions organised at the institution level per year</p> <p>5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>14</td> <td>12</td> <td>11</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>13</td> <td>11</td> <td>11</td> <td>7</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	18	14	12	11	7	2016-17	2015-16	2014-15	2013-14	2012-13	16	13	11	11	7
2016-17	2015-16	2014-15	2013-14	2012-13																	
18	14	12	11	7																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
16	13	11	11	7																	

5.4.3	<p>Number of Alumni Association / Chapters meetings held during the last five years</p> <p>5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>02</td> <td>01</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	02	01	0	0	0	2016-17	2015-16	2014-15	2013-14	2012-13
2016-17	2015-16	2014-15	2013-14	2012-13												
02	01	0	0	0												
2016-17	2015-16	2014-15	2013-14	2012-13												

0	0	0	0	0
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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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
24	0	0	0	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
33	4	0	55	0

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
6	6	14	11	2

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
12	07	01	02	01

Remark : The HEI input updated as per relevancy of professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
11	17	10	8	5

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
02	08	01	03	02

Remark : The HEI input updated as per attached data self attested by the principal

6.5.4	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> <li>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</li> <li>2. Academic Administrative Audit (AAA) and initiation of follow up action</li> <li>3. Participation in NIRF</li> <li>4. ISO Certification</li> <li>5. NBA or any other quality audit</li> </ol> <p>Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: D. Any 1 of the above</p>																				
7.1.1	<p>Number of gender equity promotion programs organized by the institution during the last five years</p> <p>7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>4</td> <td>3</td> <td>1</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>4</td> <td>3</td> <td>1</td> <td>2</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	3	4	3	1	2	2016-17	2015-16	2014-15	2013-14	2012-13	3	4	3	1	2
2016-17	2015-16	2014-15	2013-14	2012-13																	
3	4	3	1	2																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
3	4	3	1	2																	
7.1.9	<p>Differently abled (Divyangjan) Friendliness Resources available in the institution:</p> <ol style="list-style-type: none"> <li>1. Physical facilities</li> <li>2. Provision for lift</li> <li>3. Ramp / Rails</li> <li>4. Braille Software/facilities</li> <li>5. Rest Rooms</li> </ol>																				

6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

Answer before DVV Verification : C. At least 4 of the above

Answer After DVV Verification: D. At least 2 of the above

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
2	5	2	1	1

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
00	00	00	00	00

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

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
2	3	0	0	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	0	0

- 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

Answer before DVV Verification : 33

Answer After DVV Verification :032

## 2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 7 Answer after DVV Verification : 227

2.1	<p>Number of students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 271 986 383"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>1249</td> <td>1406</td> <td>1233</td> <td>1162</td> <td>998</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 461 986 573"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>1411</td> <td>1161</td> <td>1300</td> <td>1153</td> <td>1068</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	1249	1406	1233	1162	998	2016-17	2015-16	2014-15	2013-14	2012-13	1411	1161	1300	1153	1068
2016-17	2015-16	2014-15	2013-14	2012-13																	
1249	1406	1233	1162	998																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
1411	1161	1300	1153	1068																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 775 986 887"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>528</td> <td>528</td> <td>528</td> <td>360</td> <td>360</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 965 986 1077"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>218</td> <td>218</td> <td>218</td> <td>152</td> <td>152</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	528	528	528	360	360	2016-17	2015-16	2014-15	2013-14	2012-13	218	218	218	152	152
2016-17	2015-16	2014-15	2013-14	2012-13																	
528	528	528	360	360																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
218	218	218	152	152																	
2.3	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 1234 986 1346"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>294</td> <td>251</td> <td>142</td> <td>140</td> <td>140</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 1424 986 1536"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>365</td> <td>292</td> <td>171</td> <td>195</td> <td>147</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	294	251	142	140	140	2016-17	2015-16	2014-15	2013-14	2012-13	365	292	171	195	147
2016-17	2015-16	2014-15	2013-14	2012-13																	
294	251	142	140	140																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
365	292	171	195	147																	
2.4	<p>Total number of outgoing / final year students</p> <p>Answer before DVV Verification : 967</p> <p>Answer after DVV Verification : 1170</p>																				
3.1	<p>Number of teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 1852 986 1964"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>127</td> <td>118</td> <td>97</td> <td>95</td> <td>70</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p>	2016-17	2015-16	2014-15	2013-14	2012-13	127	118	97	95	70										
2016-17	2015-16	2014-15	2013-14	2012-13																	
127	118	97	95	70																	

2016-17	2015-16	2014-15	2013-14	2012-13
127	118	97	95	70

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
131	118	97	95	70

Answer After DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
127	118	97	95	70

3.4 Total experience of full-time teachers

Answer before DVV Verification : 1199.11 years

Answer after DVV Verification : 663 years

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

Answer before DVV Verification : 17

Answer after DVV Verification : 2

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

Answer before DVV Verification : 505

Answer after DVV Verification : 257

4.4 Unit cost of education including the salary component(INR in Lakhs)

Answer before DVV Verification : 4.344

Answer after DVV Verification : 0.8432

4.5 Unit cost of education excluding the salary component(INR in Lakhs)

Answer before DVV Verification : 2.279

Answer after DVV Verification : 0.419