



YEARLY STATUS REPORT - 2023-2024

Part A	
Data of the Institution	
1.Name of the Institution	JAWAHAR EDUCATION SOCIETY'S, INSTITUTE OF TECHNOLOGY, MANAGEMENT AND RESEARCH, NASHIK
• Name of the Head of the institution	Dr. M. V. Bhatkar
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	02532970077
• Mobile No:	9819314614
• Registered e-mail	principaljitnashik@rediffmail.com
• Alternate e-mail	principaljitnashik@gmail.com
• Address	Survey No. 48, Gowardhan, Gangapur Road
• City/Town	Nashik
• State/UT	Maharashtra
• Pin Code	422222
2.Institutional status	
• Affiliated / Constitution Colleges	Affiliated
• Type of Institution	Co-education
• Location	Rural

• Financial Status	Self-financing												
• Name of the Affiliating University	Savitribai Phule Pune University												
• Name of the IQAC Coordinator	Mrs. Swati A. Thete												
• Phone No.	02532970077												
• Alternate phone No.	02532970078												
• Mobile	08956747139												
• IQAC e-mail address	sathete@jitnashik.edu.in												
• Alternate e-mail address	theteswati81@gmail.com												
3. Website address (Web link of the AQAR (Previous Academic Year))	https://jitnashik.edu.in/jit-main/reports/AQAR/AQAR23-24.php												
4. Whether Academic Calendar prepared during the year?	Yes												
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.jitnashik.edu.in/jit-main/Importantlink/academiccalendar.php												
5. Accreditation Details													
<table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td>Cycle 1</td> <td>B++</td> <td>2.76</td> <td>2023</td> <td>30/03/2023</td> <td>29/03/2028</td> </tr> </tbody> </table>	Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to	Cycle 1	B++	2.76	2023	30/03/2023	29/03/2028	
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to								
Cycle 1	B++	2.76	2023	30/03/2023	29/03/2028								
6. Date of Establishment of IQAC	13/03/2017												
7. Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,													
<table border="1"> <thead> <tr> <th>Institutional/Department /Faculty</th> <th>Scheme</th> <th>Funding Agency</th> <th>Year of award with duration</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>NIL</td> <td>NIL</td> <td>NIL</td> <td>NIL</td> <td>0</td> </tr> </tbody> </table>	Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount	NIL	NIL	NIL	NIL	0			
Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount									
NIL	NIL	NIL	NIL	0									
8. Whether composition of IQAC as per latest NAAC guidelines	Yes												
• Upload latest notification of formation of IQAC	View File												

9.No. of IQAC meetings held during the year	4	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • If No, please upload the minutes of the meeting(s) and Action Taken Report 	No File Uploaded	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
1. Prepare and implement the academic formats and process manual.		
2. Conduction of Internal Academic audit and external Administrative Audit (AAA)		
3. Provision of Edu-skill platform for Faculty Development to improve/incorporate the interactive teaching skills/material and students' internships to enhance their technical knowledge.		
4. Design and assessment of the performance appraisals of all the staff members as per the Key Performance Indices for the overall improvement in faculty performance.		
5. Extended all support for NAAC/AQAR/NIRF process.		
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year		

Plan of Action	Achievements/Outcomes
To prepare and implement the uniform academic formats and processes across all programs	Academic formats and process manual was prepared and implemented.
To apply and participate in NIRF.	Ranking score has been awarded by NIRF.
Provision of smart classrooms.	Classrooms are equipped with digital board, projectors etc.
To get the membership of recognized platforms.	Registered for AICTE approved Eduskill, for FDP and Students intership
To get membership of professional bodies.	Institute has been a member of CSI.

13. Whether the AQAR was placed before statutory body?	Yes
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- Name of the statutory body

Name	Date of meeting(s)
College Development Committee	30/06/2023

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2023-24	15/02/2024

15. Multidisciplinary / interdisciplinary

The institute has established committees to develop policies at both the institute and departmental levels for the effective implementation of NEP-2020 across various fronts, such as offering multidisciplinary courses, skill development programs, etc. These committees will identify courses within each program (discipline-wise) that can be offered in a multidisciplinary manner, highlighting the diverse perspectives from different disciplines. The core committee will focus on designing the schedule/timetable for multidisciplinary courses, based on the existing curricula of all departments. These courses may be conducted after college hours or on weekends to avoid conflicts with regular class timings. This

approach will also ensure optimal utilization of available human resources and infrastructure. Students interested in these multidisciplinary courses will be informed in advance about the available options, enabling them to select subjects from different disciplines based on their preferences. This ensures that students can make informed decisions and choose courses without any confusion. The institute incorporates various programs through the university curriculum, delivering content beyond the syllabus and facilitating interactive sessions. As the institute is affiliated with Savitribai Phule Pune University (SPPU), it offers six undergraduate courses, including core, IT, and multidisciplinary engineering clusters. The core courses include Civil Engineering, Mechanical Engineering, and Electrical Engineering, while the IT cluster includes Computer Engineering, Information Technology, Artificial Intelligence, and Data Science. The curricula are designed to integrate science, technology, engineering, mathematics (STEM), human values, societal responsibilities, ethics, and life skills. In the third and final years of study, open electives/audit subjects are offered to encourage multidisciplinary learning. Students across all disciplines are free to choose these courses.

16. Academic bank of credits (ABC):

Students are introduced to this concept and encouraged to opt for courses, including online and distance-mode courses offered by the government and various institutes, such as NPTEL and SWAYAM certified courses. Students will benefit from the academic credits earned through these courses. Departmental committees will also identify courses within each program (discipline-wise) that may be recommended for additional credits. The institute is affiliated with Savitribai Phule Pune University (SPPU), Pune. The Academic Bank of Credits (ABC) has been implemented starting from the academic year 2021-22. Necessary actions will be taken in accordance with the timely directives issued by SPPU.

17. Skill development:

Technological advancements over the past few decades have transformed every aspect of the workplace, leading to significant changes in the skill expectations of employers. The skill gap affects employability across all sectors. To address this, we focus on the training and development of our workforce by offering various basic skill-based courses to enhance the employability of our students. At our institute, the training department provides the necessary skill development programs as per industry expectations. According to Bloom's Taxonomy, learners should demonstrate higher-order cognitive skills to foster critical thinking, creativity, and

problem-solving—key attributes for any technical professional. The institute also provides access to the NPTEL Learning platform, where students can explore different learning tracks. These tracks focus on the essential skills required by the industry in their respective domains. More than 300 students have benefited from this platform. In addition to the curriculum, students are encouraged to participate in both curricular and co-curricular competitions, such as hackathons, where they can showcase their technical skills.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

India is a country where languages change every 15-20 kilometers, reflecting the diverse native communication styles. The promotion of interdisciplinary research on all aspects of Indian Knowledge Systems (IKS), as well as the preservation and dissemination of IKS for further research and societal applications, has been initiated by the government. The NEP envisions that technical education will also be imparted in Indian languages. AICTE has already taken steps and granted approval for conducting technical courses in Indian languages at the diploma and degree levels. The institute will adopt the vision of the NEP regarding flexibility, multidisciplinary approaches, and innovation in its true spirit. The institute believes that good infrastructure and student enrollment alone cannot ensure quality technical education unless focused attention is given to quality teaching and learning. The institute is committed to helping create and maintain a database of individuals and organizations that have contributed to research, teaching, publications, and the preservation of various fields such as art, music, dance, drama, science, technology, life sciences, and more. Currently, the institute offers courses in Humanities and Social Sciences, which raise awareness of broader issues related to the social, cultural, economic, and human aspects of social change. The institute is also planning to include online/offline certificate courses in Indian languages, yoga, and other related subjects.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The institute encourages faculty members to participate in curriculum development at the university level to ensure the restructuring of curriculum, assessment, and reporting practices. This is aimed at reflecting the achievement of higher-order learning and understanding, rather than merely the accumulation of course credits. Upon completion of their studies, students will acquire the necessary skill sets through various activities, both inside and outside the classroom, to help them achieve the desired outcomes. The institute follows various practices to implement an outcome-

based education system. Course Outcomes (COs) are defined for each course using Bloom's Taxonomy Levels. The Board of Studies for each program has framed appropriate COs for all courses. For each unit of the syllabus, one CO is stated. Given the typical syllabus structure, a total of six COs per course are defined. These COs are communicated to students through course notes, class test question papers, assignments, the institute's website, etc. Direct and indirect assessment tools, along with their respective weightage, are used to determine CO-PO attainment. Direct assessment is sub-classified into internal and external assessment tools. The weightage for these tools is set for each academic year. Various internal assessment methods, such as assignments, unit tests, class tests, quizzes, oral/viva exams, seminar reviews, project reviews, and lab performance, are used. External assessments include examinations conducted by Savitribai Phule Pune University, such as in-semester and end-semester exams, term work, and practical/oral exams. Indirect assessments are based on tools such as course exit surveys, program exit surveys, alumni surveys, employer surveys, and co-curricular and extracurricular activities. The statistical data obtained from these tools are tabulated, and suitable formulations are used to compute the attainment of COs with respect to Program Outcomes (POs) and Program Specific Outcomes (PSOs). In this way, the attainment of Course Outcomes and Program Outcomes is evaluated.

20.Distance education/online education:

Students are informed about and encouraged to enroll in selected certified courses offered through online and distance modes by the government and various institutes, such as NPTEL and SWAYAM. Each departmental committee identifies courses within a program (discipline-wise) that are recommended for additional knowledge enhancement.

Extended Profile

1.Programme

1.1 6

Number of courses offered by the institution across all programs during the year

File Description	Documents
Data Template	View File

2.Student

2.1 587

Number of students during the year

File Description	Documents
Data Template	View File

2.2 235

Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

File Description	Documents
Data Template	View File

2.3 68

Number of outgoing/ final year students during the year

File Description	Documents
Data Template	View File

3.Academic

3.1 51

Number of full time teachers during the year

File Description	Documents
Data Template	View File

3.2 52

Number of Sanctioned posts during the year

Extended Profile	
1.Programme	
1.1 Number of courses offered by the institution across all programs during the year	6
File Description	Documents
Data Template	View File
2.Student	
2.1 Number of students during the year	587
File Description	Documents
Data Template	View File
2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	235
File Description	Documents
Data Template	View File
2.3 Number of outgoing/ final year students during the year	68
File Description	Documents
Data Template	View File
3.Academic	
3.1 Number of full time teachers during the year	51
File Description	Documents
Data Template	View File

3.2	52
Number of Sanctioned posts during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1	16
Total number of Classrooms and Seminar halls	
4.2	250.77270
Total expenditure excluding salary during the year (INR in lakhs)	
4.3	465
Total number of computers on campus for academic purposes	

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

- The institution ensures effective curriculum delivery through a well-planned and documented process. Affiliated with SPPU Pune, the Principal receives input through the IQAC, Department Advisory Board, and Institute Academic Coordinator to prepare the academic calendar for each academic session. Both the Institute and Department academic calendars include curricular, co-curricular, and extracurricular activities to facilitate the effective implementation and delivery of the curriculum.
- Teachers follow an outcome-based course curriculum framework, which includes unit-wise learning outcomes and test problems mapped to Course Outcomes (COs), to develop their teaching plans. A closed-loop system is in place to ensure effective curriculum delivery, as outlined in the accompanying documents.
- At the end of each semester, CO and Program Outcomes (PO) mapping and assessment are conducted to identify strengths

and weaknesses in the course delivery components. Unit-wise tests are held, and the results are displayed to track students' academic progress. Additionally, assignments, seminars, guest lectures, projects, Problem-Based Learning (PBL), and industrial visits are employed as effective learning tools for students.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://jitnashik.edu.in/jit-main/reports/AQAR/C1/1.1.1.pdf

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

- The institution adheres to the academic calendar, which includes the conduct of Continuous Internal Evaluation (CIE). The academic calendar is a well-planned document that outlines all the academic activities related to the continuous internal evaluation process. It is prepared by the Academic Coordinator in consultation with the Heads of Departments (HoDs) and approved by the Principal. The calendar is displayed on notice boards to inform students about the academic schedule for the entire session.
- While the Principal is the sole authority for making minor changes to the academic calendar, modifications may be made due to unforeseen circumstances. For instance, changes were made to examination dates as per the university's directives. Each department also prepares its own academic calendar based on the institute's academic calendar. The department calendar is more specific, detailing internal evaluations, class tests, assignments, industrial visits, etc.
- Course teachers announce the syllabus, curriculum plan, course outcomes, and objectives, and provide question banks, class tests, and assignments. Assignments are submitted by students according to the dates specified in the academic calendar, or as directed by the course teachers. Whenever possible, and as needed, course materials, assignments, tests, and feedback links are shared with students via Google Classroom, WhatsApp, and other platforms.

File Description	Documents
Upload relevant supporting documents	View File
Link for Additional information	https://jitnashik.edu.in/jit-main/reports/AQAR/C1/1.1.2.pdf

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

B. Any 3 of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

6

File Description	Documents
Any additional information	View File
Minutes of relevant Academic Council/ BOS meetings	No File Uploaded
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

119

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	No File Uploaded
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

417

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

417

File Description	Documents
Any additional information	View File
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

1.3 - Curriculum Enrichment

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

- The institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment, and Sustainability into the curriculum. The institute recognizes the importance of incorporating these issues into the curriculum to prepare students to become responsible and ethical professionals. Topics related to Professional Ethics, Gender, Human Values, Environment, and Sustainability are embedded across various programs and courses.
- The curriculum is designed to raise awareness and develop critical thinking skills among students, enabling them to address complex challenges related to these issues in their

respective fields. The courses focus on cultivating ethical values, promoting responsible behavior, ensuring gender equality, fostering diversity, and encouraging human values such as empathy, compassion, and social responsibility. They also raise awareness about environmental issues and promote sustainable practices.

- The institution has introduced activities such as seminars, workshops, and expert lectures to sensitize both students and faculty members to these issues. Additionally, the institution encourages research and innovation in these areas, providing opportunities for students and faculty to engage in projects related to these concerns.
- Through the integration of crosscutting issues into the curriculum, institute aims to develop socially responsible professionals who are equipped to address the challenges faced by society and contribute to sustainable development.

File Description	Documents
Any additional information	View File
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

84

File Description	Documents
Any additional information	View File
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View File
MoU's with relevant organizations for these courses, if any	View File
Number of courses that include experiential learning through project work/field work/internship (Data Template)	View File

1.3.3 - Number of students undertaking project work/field work/ internships

962

File Description	Documents
Any additional information	View File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders
Students
Teachers
Employers
Alumni

A. All of the above

File Description	Documents
URL for stakeholder feedback report	No File Uploaded
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View File
Any additional information(Upload)	View File

1.4.2 - Feedback process of the Institution may be classified as follows

A. Feedback collected, analyzed and action taken and feedback available on website

File Description	Documents
Upload any additional information	View File
URL for feedback report	https://jitnashik.edu.in/jit-main/reports/AQAR/C1/1.4.2.pdf

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of sanctioned seats during the year

507

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

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

195

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

The institute organizes an induction/orientation program for freshers, which includes addresses by the Principal, Heads of Departments (HODs), faculty members, and the Internal Quality Assurance Cell (IQAC) as part of its commitment to quality assurance. The program primarily covers the following:

- Introduction to the college's code of conduct
- Familiarization with the examination pattern and institutional processes
- Guidance on utilizing academic facilities, such as the library, etc.

As the semester progresses, each department reviews and analyzes the results of class tests, in-semester tests, prerequisite tests, and the previous year's results. Based on this analysis, special programs are organized for both advanced learners and slow learners. Additionally, students are categorized by their assigned mentors according to the following requirements:

a) Academic needs b) Communication, soft skills, and behavioral traits c) Personal challenges

These requirements are addressed through extra classes, remedial sessions, and tutorials.

For students joining through the lateral entry scheme after completing an engineering diploma, remedial classes are organized to strengthen their foundational knowledge and skills. Foundation training for critical subjects and laboratory sessions are also conducted to help them overcome challenges faced in subjects, particularly for slow learners.

Special workshops and programs are organized for advanced learners to enhance their technical abilities, such as in Python, Android, Cyber Security, Robotics, etc.

Students are also encouraged to participate in various skill-based competitions, including Programming Competitions, Robotics Competitions, and Project Competitions, where they can showcase and further develop their technical skills.

File Description	Documents
Link for additional Information	https://jitnashik.edu.in/jit-main/reports/AQAR/C2/2.2.1.pdf
Upload any additional information	View File

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
587	51

File Description	Documents
Any additional information	View File

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

As experimental and participative learning enhance the overall understanding of a subject and its practical applications, the institute prioritizes and encourages these methods during the teaching and learning process, rather than relying on traditional teaching techniques.

The departments adopt various student-centric teaching and learning methodologies, such as:

Problem-Solving

- This student-centered approach involves students working in groups to solve open-ended problems. Real-world challenges are identified and addressed through innovative methods.
- In the Smart India Hackathon, students work on theme-based projects aimed at solving real-world problems through innovation.

Experiential Learning Experiential learning is a reflective

approach where students and faculty dedicate time to investigating, experimenting, practicing, and understanding the practical applications of a subject. This engaged learning process allows students to "learn by doing." Activities may include, but are not limited to:

- Hands-on laboratory experiments
- Internships
- Field exercises
- Students, guided by faculty, identify problems, analyze them, and implement solutions.
- In the Internet of Things course, faculty and students collaborate to develop in-house practical kits.
- As a best practice, students assist with maintenance across departments, gaining hands-on experience.

Participative Learning Students are encouraged to participate in various competitions and events, such as the Smart India Hackathon. Each department organizes programs that allow learners to engage in various activities and learn independently. These programs include:

- Workshops
- Seminars
- Study tours
- Social activities
- Collaboration through shared online courses (e.g., NPTEL, SWAYAM)
- Internships

File Description	Documents
Upload any additional information	View File
Link for additional information	Nil

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

We believe in and encourage integrating practical approaches using ICT-enabled tools in teaching and learning, fostering innovation and creativity.

To enhance effective teaching and facilitate the understanding of complex concepts, the institute promotes the following practices:

- The use of videos, PowerPoint presentations, animations, and other multimedia resources is actively encouraged.
- Study materials, tutorial problems, assignments, and lecture notes are available through blogs and Google Groups for easy access.
- University question papers and eBook links are accessible in the library section of the college website.
- Various forms of collaboration, such as shared online courses (e.g., NPTEL, SWAYAM) and internships, support ongoing work that is less time-sensitive.
- Faculty members have created blogs, YouTube channels, and Google Classrooms to assist with the teaching and learning process.
- Videos and animations explaining technical concepts are used to make lectures more interactive.

Practical in-charges design, create, and simulate experiments, with corresponding lab manuals available for students. These manuals often include simulations that highlight creativity.

Faculty members also explain difficult terms using different terminologies through Virtual Labs or Simulators. The institute encourages all faculty members to incorporate innovative ideas into their teaching using ICT tools. In addition to textbooks, faculty integrate audio-visual materials, models, movies, and pictorial content into both theory and practical sessions. These methods not only enhance students' listening skills but also help them better understand the concepts.

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	Nil

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

File Description	Documents
Upload, number of students enrolled and full time teachers on roll.	View File
Circulars pertaining to assigning mentors to mentees	View File
mentor/mentee ratio	No File Uploaded

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

51

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	View File
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

7

File Description	Documents
Any additional information	View File
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template)	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

File Description	Documents
Any additional information	View File
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The primary focus of the institution is to strengthen the teaching-learning process through continuous assessment and evaluation.

The internal assessment is based on the following:

- Seminars and project presentations
- Home assignments
- Attendance
- Class test records
- Project-based learning evaluation
- Internship assessment

The schedule for internal examinations is communicated well in advance. These exams are conducted in a manner similar to university examinations, with invigilation by faculty members from all departments. This ensures the integrity of the internal assessment process at the college level. Evaluated answer scripts are returned to students and discussed individually, with mistakes highlighted, shortly after the examination.

As part of the term work assessment, all practicals are evaluated in the subsequent practical session as part of continuous assessment. The subject teacher assigns marks for each experiment in front of the students to ensure transparency. Seminar and project coordinators prepare schedules for presentations and inform students in advance. As part of the academic requirements, students maintain a logbook for internships, projects, and seminars, recording each presentation and the marks awarded by the internal examiner.

File Description	Documents
Any additional information	View File
Link for additional information	https://www.jitnashik.edu.in/jit-main/reports/AOAR/C2/2.5.1.pdf

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

The internal assessment method enables teachers to evaluate students more accurately. As a result, students' interest in learning and attending classes has increased. Additionally, seminar presentations help improve students' communication skills, which are essential for facing interviews.

Mechanism of Internal Assessment:

The grievance handling mechanism for internal assessments is completely transparent:

- Students may raise grievances related to their internal assessments, which are addressed within a stipulated time frame with a justified explanation from the subject teacher.
- Term work and unit test marks are communicated to students individually. For any queries, students can directly contact the subject teachers.
- The evaluation of seminars, projects, and internships is transparent and time-bound. Students are informed about the evaluation process in advance.

Mechanism of External Assessment:

The process for conducting university examinations, assessing answer sheets, and handling revaluation is governed by the affiliating university.

External Assessment:

Upon the declaration of university examination results, students may raise grievances related to the evaluation of their answer sheets. If necessary, students can challenge their results by applying for revaluation. This process is time-bound and completed within the same semester to provide updated results. Any other grievances are communicated to the university through the Principal/CEO, who follows up for effective resolution

File Description	Documents
Any additional information	View File
Link for additional information	https://jitnashik.edu.in/jit-main/reports/AQAR/C2/2.5.2.pdf

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

The institute is affiliated with Savitribai Phule Pune University. It follows the curriculum designed and published by the affiliated university and adopts Outcome-Based Education (OBE). The Programme Outcomes (PO), Programme Specific Outcomes (PSO), and Course Outcomes (CO) are evaluated by the institution to measure the knowledge, skills, and behavior of students, ensuring continuous quality improvement.

- The POs and PSOs are displayed on the notice boards of each department.
- The POs, PSOs, and COs are uploaded on the institute's website.
- COs are included in the curriculum of the respective departments, as specified by the affiliated university.
- COs are mentioned in class test question papers and assignments.
- During teaching, teachers first discuss the course outcomes with students.
- Indirect attainment is measured using course exit surveys based on course outcomes and program exit surveys based on program outcomes.
- POs and COs are identified for the events organized by the institute.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://jitnashik.edu.in/jit-main/department/computer/ComputerCourse.php
Upload COs for all courses (exemplars from Glossary)	No File Uploaded

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

The institute follows the curriculum designed and published by the affiliated university and has adopted Outcome-Based Education (OBE). The Programme Outcomes (PO), Programme Specific Outcomes (PSO), and Course Outcomes (CO) are evaluated by the institution to measure students' knowledge, skills, and behavior, ensuring continuous quality improvement.

Tools Used for Computing CO Attainment:

Direct Assessment:

Tools for Internal Assessment (Weightage = 20%):

- Mock In-Semester test (Unit Test 1)
- Mock End-semester test (Unit Test 2)
- Presentations
- Mini projects
- Reports
- Seminars
- Assignments
- Experiments
- Oral assessments, etc.

University Examination Assessment (Weightage = 80%):

External Assessment Examination I: Two internal tests for students, namely -InSem (evaluated for 30 marks)

External Assessment Examination II: Evaluated for 70 marks.

Indirect Assessment: Course Exit Survey

PO/PSO Attainment:

- CO attainment for each course contributes to the PO/PSO attainment. The PO/PSO attainment for the course is determined using the predefined CO-PO/PSO matrix. The value of the final CO attainment for the course is calculated as follows:

PO/PSO attainment = Average of COs of a PO/PSO / 3 × Final CO attainment for the course

- The direct attainment level of a PO/PSO is assessed by

averaging the results of all courses addressing that PO/PSO.

- The indirect attainment level of PO/PSO is assessed based on the Course Exit Survey.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	Nil

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

45

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	View File
Paste link for the annual report	Nil

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

<https://drive.google.com/drive/folders/leyKsYeLMsZYzFw9wlNQvikPEOwJlDyBx>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

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

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

00

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	No File Uploaded
List of endowments / projects with details of grants(Data Template)	View File

3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year

00

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	Nil

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

30

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	View File

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

35

File Description	Documents
Any additional information	View File
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

42

File Description	Documents
Any additional information	View File
List books and chapters edited volumes/ books published (Data Template)	View File

3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

The institute organizes various activities to foster a strong network between the institute, the neighbourhood, and the community. These initiatives aim to sensitize students to societal needs and contribute to social change in nearby urban and rural areas. By instilling a sense of civic responsibility, the institute actively engages students in community service, promoting their holistic development.

To raise awareness about social responsibilities through active participation, the institute conducts numerous activities under different banners. These include Swachhata Abhiyan, tree plantation drives, eco-friendly Ganesh Visarjan, blood donation camps, NSS camps, and celebrations like Dahi Handi and Ganesh

festivals. Such initiatives nurture leadership qualities and a sense of responsibility among students.

The Student Development Cell also organizes programs to build self-confidence, critical thinking, and social commitment. For instance, under the Nirbhay Kanya Abhiyan scheme, training in self-defense and expert talks on gender equality and premarital counselling were held for girl students.

Further, to address social issues, students from the Computer Engineering Department distributed water bottles and stationery to underprivileged primary school children.

To create a safe and mentally healthy environment, the institute launched the "Shield" program. Additionally, Yoga Sessions were organized on campus to emphasize the importance of physical and mental well-being.

File Description	Documents
Paste link for additional information	https://jitnashik.edu.in/jit-main/reports/AQAR/C3/3.3.1.pdf
Upload any additional information	View File

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

06

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year(Data Template)	View File
e-copy of the award letters	View File

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

15

File Description	Documents
Reports of the event organized	View File
Any additional information	No File Uploaded
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	View File

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

1404

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.4 - Collaboration

3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year

32

File Description	Documents
e-copies of linkage related Document	View File
Details of linkages with institutions/industries for internship (Data Template)	View File
Any additional information	No File Uploaded

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year

18

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

The institute management ensures the availability of adequate physical infrastructure in accordance with AICTE norms. The institution has consistently endeavoured to provide quality education and foster the all-round development of students. It boasts a well-maintained infrastructure that supports teaching and learning, as well as the comprehensive development of students.

The academic section includes spacious classrooms, tutorial rooms, and laboratories. Each classroom is well-ventilated and spacious (76sqm). Some classrooms and labs are equipped with ICT tools, while other rooms are provided with mobile ICT tools to enhance academic discourse. The college campus is fully Wi-Fi enabled for

the benefit.

A total of 465 computers are available on campus, all connected to the internet via LAN. The laboratories are well equipped, with internet connectivity and projectors to support practical sessions. The language laboratory is enriched with ETNL software.

Two workshops, designed according to the curriculum, include various sections such as machine shops, fitting sections, carpentry etc.

The well-stocked library is Wi-Fi enabled and features a reading room with ample seating capacity.

The administrative section of the institute includes the principal's office, as well as offices for accounts, student services, and more. The institute also has an instant power backup system to ensure uninterrupted operations.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://jitnashik.edu.in/jit-main/reports/AQAR/C4/4.1.1.pdf

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

The institute has adequate sports facilities, including playgrounds for cricket, volleyball, kabaddi, and other sports. An amphitheatre with a seating capacity of 1,000 is available for cultural activities. The cultural events for students and staff include the annual Kite Festival, Krishna Janmashtami (Dahi Handi), Ganesh Festival, Fresher's Party, and Farewell Party. Indoor sports facilities, such as table tennis, chess, and carom, are also available. The institute is equipped with a gymnasium that includes appropriate training aids. Additionally, ample space is provided for yoga activities on campus.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

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

16

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

16

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

250.77270

File Description	Documents
Upload any additional information	View File
Upload audited utilization statements	No File Uploaded
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.2 - Library as a Learning Resource

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

The institute has a well-stocked central library with a collection of books, national and international journals, projects, dissertations, audio-video materials, e-resources, and rare books. The Integrated Library Management System (ILMS) software manages all library activities, including acquisition, circulation, accession, serial control, indexing, and member information. The library has been fully automated using the commercial software Soul 3.0 (Software for University Libraries 3.0) since 2017.

Main Objectives of the Library:

1. To enhance the library's services to make it more student- and staff-centric, and to encourage self-learning among students.

2. To acquire, organize, preserve, and disseminate knowledge in support of the research and knowledge needs of users.

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	Nil

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

4.64463

File Description	Documents
Any additional information	View File
Audited statements of accounts	No File Uploaded
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

20

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The institute has adequate IT infrastructure, including computers, software, and internet connectivity. Various software programs are made available based on the requirements of different courses. The institute is equipped with leased-line internet connectivity and advanced IT infrastructure, including servers and computer labs with efficient computing resources.

The institute maintains a robust IT infrastructure and regularly updates its hardware, software, and firewall systems as needed. It operates a network of 465 computers, supported by 100 Mbps leased-line internet connectivity, with an additional 100 Mbps backup to meet academic requirements. A centralized firewall, SOPHOS (XGS136), is used for network monitoring, management, and internet security. Most computers are equipped with antivirus software (Quick Heal), and the institute also uses open-source operating systems like Linux/Ubuntu. SOPHOS firewall provides secure access and user authorization.

A central computing facility is available, featuring 60 Intel Core

15 computers with 100 Mbps internet connectivity. The institute also has instant power backup for its IT infrastructure and lab equipment, in the form of UPS systems.

Standalone Facility: All computers can be used in standalone mode.

LAN Facility: LAN connectivity is available throughout the campus.

Wi-Fi Facility: Wi-Fi access is provided through an adequate number of access points across the campus.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

4.3.2 - Number of Computers

465

File Description	Documents
Upload any additional information	View File
Student – computer ratio	View File

4.3.3 - Bandwidth of internet connection in the Institution A. ? 50MBPS

File Description	Documents
Upload any additional Information	No File Uploaded
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

250.77270

File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts.	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

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.

Several committees at the college work in coordination to address matters related to the maintenance of infrastructure facilities, laboratories, libraries, and other areas.

1. **Building Committee:** This committee is responsible for overseeing the repair and construction of new structures to ensure the smooth functioning of classes.
2. **Purchase Committee:** The Purchase Committee evaluates the necessity of purchasing equipment, instruments, books, stationery, furniture, and other infrastructural facilities.
3. **Library Advisory Committee:** This committee addresses the book requirements of faculty members, assesses their relevance, and places orders after final discussions during meetings.
4. **Laboratory Stock Verification Committee:** This committee conducts stock verification for various practical subjects. It submits a list of usable and non-usable items and highlights any maintenance requirements.
5. **Sports Committee:** The Sports Committee plans sports activities, organizes student training for different games, and provides motivation and support to athletes.
6. **Scrap Disposal Committee:** This committee is responsible for the disposal of solid waste on campus, collaborating with external agencies for the process.
7. **System Administration:** The institute provides a server room managed by the system administrator, who resolves computer-related issues.
8. **Housekeeping Committee:** The housekeeping staff is responsible for the maintenance of laboratories and the cleaning of classrooms.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

562

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

13

File Description	Documents
Upload any additional information	View File
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

File Description	Documents
Link to institutional website	https://jitnashik.edu.in/jit-main/reports/AQAR/C5/5.1.3.pdf
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

535

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

535

File Description	Documents
Any additional information	View File
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View File
Upload any additional information	No File Uploaded
Details of student grievances including sexual harassment and ragging cases	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

17

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

0

File Description	Documents
Upload supporting data for student/alumni	No File Uploaded
Any additional information	No File Uploaded
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

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) during the year

0

File Description	Documents
Upload supporting data for the same	View File
Any additional information	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year

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

1

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

The institution actively encourages student's representation and engagement across administrative, co-curricular, and extracurricular domains through structured processes and established norms. A robust student council serves as a platform for effective representation; they can share worries, suggest ideas, and work together with teachers and leaders to make things better for the institution.

In administrative area, students participate in decision-making

processes, contributing valuable outlook to policies that shape the academic environment. These involvements promote a sense of ownership and empowerment.

The co-curricular landscape is enriched by student engagement in workshops, seminars, and collaborative projects. This integration of academic knowledge with practical applications enhances the overall learning experience, preparing students for a well-rounded education.

Doing extracurricular activities like sports, arts, and clubs helps students grow and learn new skills. The institute makes sure everyone has a fair chance to join and be part of things.

The institute supports students in being part of decisions and activities, creating a well-rounded education. Students contribute to a friendly and inclusive campus, shaping their learning journey positively.

File Description	Documents
Paste link for additional information	https://jitnashik.edu.in/jit-main/reports/AQAR/C5/5.3.2.pdf
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

30

File Description	Documents
Report of the event	View File
Upload any additional information	View File
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	View File

5.4 - Alumni Engagement

5.4.1 - There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

The Alumni Association is like a bridge that connects the past, present, and future of our institute. It was officially formed on 29th January 2018 (MH/112/NA), and goes by the name "Alumni Association Jawahar Education Society's, Institute of Management and Research, Nashik."

Alumni Association Organizes:

1. Guidance to students through guest lectures on various subjects.
2. Alumni from industries share their knowledge with students
3. Association helps in arranging educational and social awareness program for students.
4. Association provides information on job opportunities in their respective fields.

Alumni Association Contributes

1. JIT alumni guide engineering graduates, sharing insights on skills, technical trends, and corporate culture in events and lectures.
2. Alumni in different roles help students succeed in interviews, updating placement officers on job openings.
3. Guest Sessions are conducted by our alumni to share their insights and experiences, enriching current students

learning.

4. Alumni also impact engineering graduates by conducting social awareness program in campus.
5. Some alumni started startups in various sectors, sharing success stories and challenges with students.
6. As JIT tradition, Alumni Meet on 25th February 2024, a key networking platform to discuss corporate trends. Mr. Sanket Ahire received a distinguished service award for his many post academic achievement and as a "Young Entrepreneur"

File Description	Documents
Paste link for additional information	https://jitnashik.edu.in/jit-main/reports/AQAR/C5/5.4.1A.pdf
Upload any additional information	View File

5.4.2 - Alumni contribution during the year E. <1Lakhs (INR in Lakhs)

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

The Institute distinguishes itself through its Vision, which empowers its students. It features a clearly defined organizational structure that facilitates the formal flow of information and instructions. The governance framework includes the College Development Committee (CDC) and key leaders, such as the Principal, who are responsible for creating and implementing policies aligned with the Institute's Vision and Mission.

The CDC, Principal, and other institutional bodies, including the Internal Quality Assurance Cell (IQAC), Academic Monitoring Committee, and various committees, work together to oversee and monitor institutional practices.

The Principal ensures that the Institute's academic progress follows the established plans and conducts regular meetings with the Academic Monitoring Committee to review departmental processes and strategies.

Department Heads meet regularly with their staff to develop a comprehensive academic calendar each semester, which includes curricular, co-curricular, and extra-curricular activities that align with the Institute's Vision and Mission. They also foster a conducive learning environment and encourage the use of open educational resources for students.

The Alumni Coordinator develops and implements strategies for maintaining strong alumni relations, while the Training and Placement Officer engages with industry partners to identify students' training and internship needs and organizes campus interviews.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

The Institute's organizational structure reflects a robust hierarchy that aligns with its vision and mission, with the Principal overseeing both academic and administrative processes to ensure adherence to institutional policies. A collaborative team, including the Principal, Heads of Departments (HODs), teaching and non-teaching staff, the student union, student representatives, stakeholders, and alumni, drives the institution's progress.

The Institute operates within a framework that seamlessly integrates top-down leadership with bottom-up innovation, fostering a decentralized culture. This approach actively engages both staff and students in academic and co-curricular activities, encouraging the creation of new initiatives and incorporating valuable input from all members of the community.

The Institutional Quality Assurance Cell (IQAC) plays a pivotal role in the Institute's efforts to enhance quality, working closely with faculty to develop strategic plans for continuous

improvement.

The Principal has established various committees, with faculty members serving as conveners or members, to ensure the effective realization of the college's vision and mission. Through regular meetings and participative management, the Institute fosters an inclusive environment where staff and students contribute to and shape a diverse range of activities, demonstrating the success of its decentralized and collaborative approach.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The Perspective Plan developed by the Internal Quality Assurance Cell (IQAC) serves as a strategic and comprehensive framework for the institute's sustained growth and development over five years. It focuses on enhancing the educational ecosystem through targeted initiatives across key areas.

Teaching and Learning Initiatives: The plan aims to organize national-level project competitions to inspire innovation among students. It emphasizes faculty development through active participation in professional programs and the integration of ICT tools, such as NPTEL online courses, smart classrooms, digital boards, and upgraded computers. Faculty are encouraged to pursue Ph.D. programs, ensuring continuous academic advancement.

Research and Development Plan: IQAC prioritizes strengthening collaborations with industries through increased MOUs and promotes interdisciplinary final-year projects to encourage innovation. Faculty members are motivated to publish research papers, apply for patents, and participate in seminars, workshops, and symposiums to foster a robust research culture.

Community and Engagement Plan: The institute demonstrates social responsibility by collaborating with NGOs, organizing blood donation drives, contributing to local community projects, and conducting NSS camps to positively impact society.

Human Resource Development Initiatives: Orientation programs for new faculty, fostering research, increasing faculty development opportunities, and in-house training sessions are integral to enhancing staff skill sets and performance.

This forward-thinking plan positions the institute as a hub for academic excellence, innovation, and social contribution, creating an inclusive and dynamic learning environment.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://jitnashik.edu.in/jit-main/reports/AOAR/C6/6.2.1.pdf
Upload any additional information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

The Institute operates effectively through well-defined policies, a clear administrative structure, and a comprehensive perspective plan. The governance structure includes the Board of Governors, the highest authority for decision-making and conflict resolution, and the College Development Committee (CDC), which supports administration and oversees institutional development.

The Principal, in collaboration with various authorities, has established decentralized committees to ensure active participation from both faculty and students in executing predefined plans, thereby enhancing decision-making and implementation.

To improve academic and technical skills, the Institute adopts strategies such as Bloom's Taxonomy, innovative teaching methods, and blended learning approaches. Faculty also utilize Blogs and Google Classroom to enhance accessibility and engagement in learning.

The Internal Quality Assurance Cell (IQAC) upholds quality standards by updating policies and conducting academic audits. The Institute has integrated digitization into administration to

ensure a smooth workflow.

The Training and Placement Department enhances student employability through technical and soft skills training, significantly improving placement rates.

The institution has well-defined service rules for both teaching and non-teaching staff, including recruitment and promotion policies that align with Savitribai Phule Pune University (SPPU) guidelines. Additional policies on leave, increments, and promotions are also in place.

File Description	Documents
Paste link for additional information	Nil
Link to Organogram of the Institution webpage	Nil
Upload any additional information	View File

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	View File
Screen shots of user interfaces	View File
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View File

6.3 - Faculty Empowerment Strategies

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

The Institution offers comprehensive welfare schemes to promote the well-being and professional growth of both teaching and non-

teaching staff. These initiatives underscore the Institution's commitment to creating a supportive and enriching work environment.

Employee Provident Fund (EPF): A retirement savings scheme ensuring financial security for eligible staff.

Gratuity: Employees receive gratuity benefits in line with statutory guidelines, offering financial support during retirement or resignation.

Recognition and Rewards: Exceptional contributions by teaching staff are acknowledged with awards, fostering a culture of motivation and appreciation.

Support for Higher Education: Staff are encouraged to pursue higher qualifications, including Graduate, Postgraduate, and Ph.D. programs, with access to the library, laboratories, and infrastructure.

Professional Development Support: Financial assistance is provided for Faculty Development Programs (FDPs), conferences, training sessions, and research publication expenses.

Personal Loan Scheme: The Jawahar Education Society's A.C. Patil Employee's Cooperative Credit Society facilitates personal loans for staff.

Comprehensive Leave Policy: A flexible leave structure addresses personal, medical, and professional requirements.

Health and Safety Measures: Staff benefit from health insurance, ambulance services, and on-call medical assistance.

Transportation Facility: Bus services ensure safe and convenient travel.

Wellness and Empowerment Initiatives: Activities like yoga sessions, awareness programs on gender equality, and self-defense workshops promote well-being and empowerment.

These initiatives reinforce the Institution's focus on nurturing a progressive and inclusive workplace.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

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

25

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

9

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	No File Uploaded
Reports of Academic Staff College or similar centers	View File
Upload any additional information	No File Uploaded
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

91

File Description	Documents
IQAC report summary	No File Uploaded
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

The institute implements a robust annual appraisal system to evaluate the performance of both teaching and non-teaching staff. At the end of each academic year, faculty members are required to submit a self-appraisal form that highlights their academic

achievements, professional contributions, and participation in institutional activities.

The appraisal process considers a range of factors, including teaching responsibilities, professional development, conferences attended, research papers presented, and awards or recognitions received. It adopts a holistic approach, combining both quantitative metrics and qualitative insights to provide a well-rounded evaluation of each faculty member's performance.

The Head of the Department (HOD) plays a pivotal role in the process by compiling a detailed performance report that incorporates multiple perspectives. This report is then forwarded to the Principal, who reviews it for further action. The system evaluates teaching effectiveness, research contributions, and professional growth, ensuring that high standards are consistently maintained.

For non-teaching staff, the appraisal system relies on the HOD's report, which assesses job performance and highlights areas for growth. These evaluations provide constructive feedback, guiding staff toward improvement and development.

Overall, the annual appraisal system is a key mechanism for fostering accountability, encouraging excellence, and driving the continued success of the institute.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The Institution has a robust system for both internal and external audits to ensure financial transparency, accountability, and compliance with regulations. The accounts are regularly audited by a Chartered Accountant (CA). Any expenditure that exceeds the approved budget requires special sanction from the management.

Internal Audit: A qualified auditor, supported by a team of staff,

conducts systematic and periodic verification of financial records and assets. The internal audit aims to prevent and detect fraud, ensure the accuracy of financial records, and facilitate the timely preparation of financial statements. This process includes verifying bills, vouchers, and transactions, as well as ensuring that purchases—such as books and lab equipment—are made at competitive rates through proper quotations.

External Audit:An external auditor, appointed by the Institution, performs an annual financial audit. Qualified Chartered Accountants certify the income and expenditure statements, balance sheets, and notes on accounts.

These dual audit mechanisms strengthen financial discipline, improve resource management, and ensure compliance with statutory requirements, reinforcing the Institution's commitment to accountability and transparency.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

0.28

File Description	Documents
Annual statements of accounts	No File Uploaded
Any additional information	View File
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

As a self-financed institution, the primary source of funding is the fees collected from students, which are following government norms. The financial resources are strategically allocated to align with the Institution's Vision, Mission, and long-term objectives.

Budgeting Process

The Institution follows a systematic process for budgeting and resource mobilization:

1. At the start of each financial year, departments submit their budget requests.
2. Heads of Departments (HODs) gather requirements for new equipment and resources from laboratory in-charges, considering syllabus updates.
3. The HODs and laboratory in-charges prepare detailed budget reports, which are then submitted for approval.

Optimal Utilization of Resources

To ensure the efficient use of resources, funds are allocated across key areas:

1. **Teaching-Learning Practices:** Funds support training programs, orientation sessions, seminars, workshops, and interdisciplinary activities to enhance the academic experience and education quality.
2. **Operational and Administrative Needs:** The budget covers daily operational expenses and maintenance of fixed assets, ensuring efficient day-to-day functioning of the institution.
3. **Library Enhancements:** Investment is made in e-journal subscriptions and academic resources to strengthen academic support and ensure access to relevant, up-to-date materials.
4. **Infrastructure Maintenance:** Funds are allocated for the maintenance and repair of buildings and facilities, ensuring a well-equipped environment conducive to learning.
5. **Student Welfare and Activities:** The budget supports student welfare initiatives, including cultural festivals, student gatherings, and extracurricular activities to promote holistic development.

The Institution's primary goal in resource mobilization and utilization is to maintain high educational standards, ensure

effective teaching practices, and foster the development of uniquely skilled students.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

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

The Internal Quality Assurance Cell (IQAC) plays a vital role in enhancing educational quality and driving institutional progress. For the academic year 2023-24, the IQAC has significantly contributed in the following areas:

1. **AQAR Preparation:** Facilitated the preparation of the Annual Quality Assurance Report (AQAR) for 2023-24.
2. **Institute-Industry Collaboration:** Partnered with EduSkill Foundation, offering internships in MNC domains, with 90+ students registering. Two faculty members completed the Education Development Program (EDP).
3. **Seminars and Workshops:** Encouraged events for teaching and non-teaching staff, promoting innovation. Organized the National Conference on Emerging Trends in Engineering and Sciences (NCETES-2024), with 50+ papers published in a UGC Care Journal.
4. **Academic and Administrative Reforms:** Introduced project-based learning, internships, and streamlined administrative formats like In-semester Examination and Term Clearance Forms.
5. **NIRF Ranking:** Successfully submitted the institution's application for 2023-24.
6. **Student Development:** Promoted participation in competitions like SIH and Avishkar for holistic growth.
7. **Social Initiatives:** Organized yoga sessions, gender equality talks, premarital counseling, and a self-defense workshop.
8. **Professional Memberships:** Achieved CSI Institutional Membership and three faculty memberships.

Through these initiatives, IQAC demonstrates its commitment to

academic excellence, institutional innovation, and overall development.

File Description	Documents
Paste link for additional information	https://jitnashik.edu.in/jit-main/reports/AQAR/C6/6.5.1.pdf
Upload any additional information	View File

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 and recorded the incremental improvement in various activities

Enhancing the Teaching-Learning Process: Institutional Initiatives

The institute prioritizes student-centric teaching and learning methodologies to enhance student engagement, comprehension, and overall academic performance. The Internal Quality Assurance Cell (IQAC) spearheads efforts to integrate innovative practices and ensure continuous improvement in the teaching-learning process.

Key Initiatives:

1. **Pre-requisite Test:** Designed to evaluate students' foundational knowledge and readiness for upcoming courses, enabling faculty to tailor instruction accordingly.
2. **Teaching Plan:** Faculty prepare detailed lesson plans before the academic session to ensure structured and effective course delivery.
3. **Regular Assessments:** Unit Tests, Pre-insem, and Pre-endsem exams align with the SPPU University pattern, incorporating Course Outcomes (CO) and Bloom's Taxonomy for comprehensive assessment.
4. **Academic Audit:** Departments submit Term-End Reports, which are reviewed to maintain quality standards and improve processes.
5. **Feedback System:** Feedback from students, parents, and other stakeholders is systematically collected and analyzed to refine teaching practices.
6. **Digital Learning Platforms:** Tools like Google Classroom, blogs, and LCD projectors enhance learning accessibility and

engagement.

7. **Faculty Development:** Faculty participate in certification programs, training sessions, and Faculty Development Programs (FDPs) to adopt modern teaching techniques.
8. **E-Database Utilization:** Access to resources like DELNET enriches teaching and research capabilities.
9. **Student-Centered Learning:** Field trips and real-world experiences bridge the gap between theory and practice.
10. **Project-Based Learning:** Students engage in practical projects, including feasibility studies and literature surveys, fostering collaboration, critical thinking, and application of knowledge.

This holistic approach ensures the continuous enhancement of the teaching-learning experience, fostering academic excellence and overall development.

File Description	Documents
Paste link for additional information	https://jitnashik.edu.in/jit-main/reports/AQAR/C6/6.5.2.pdf
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

C. Any 2 of the above

File Description	Documents
Paste web link of Annual reports of Institution	Nil
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The institute is deeply committed to promoting gender equality by ensuring that female students are given equal opportunities to express their identity and personality on an equal footing with their male counterparts. It is dedicated to fostering gender sensitization among students, recognizing this as both a primary duty and a constitutional obligation.

Appointments and deputations at all levels are conducted without gender bias, ensuring fairness and inclusivity. Equal participation in extracurricular activities is actively encouraged for both male and female students.

To address grievances related to sexual harassment, the institute has established a Grievance Redressal Committee (GRC) and an Internal Complaints Committee (ICC). These committees provide a platform for resolving issues while instilling confidence in students to address challenges both on and off campus.

The college prioritizes safety, security, and emotional well-being by organizing counseling workshops, self-defense training, and providing a dedicated common room for students. The campus is fully secured with fencing and a compound wall, with trespassers strictly prohibited. Round-the-clock security is ensured through appointed security guards, and the campus is under constant CCTV surveillance.

Additionally, a complaint box is installed on the ground floor, and grievances submitted are promptly addressed by the GRC. The

institute remains proactive in creating a safe and supportive environment for all students by organizing programs such as premarital counseling and workshops focused on emotional resilience.

File Description	Documents
Annual gender sensitization action plan	Nil
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://jitnashik.edu.in/jit-main/reports/AQAR/C7/7.1.1.pdf

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

D. Any 1 of the above

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

The institution is committed to sustainable waste management practices to maintain a clean and eco-friendly campus. Various systems have been implemented to handle different types of waste effectively:

- 1. Solid Waste Management:** Scrap materials are disposed of through authorized vendors, ensuring compliance with Municipal Corporation norms. Biodegradable waste is managed using a compost plant and vermicompost facility on campus, promoting waste reduction and soil enrichment.
- 2. Liquid Waste Management:** Efficient drainage systems are installed, and regular monitoring prevents blockages. This ensures smooth and environmentally sound liquid waste

disposal.

3. **Biomedical Waste Management:** While biomedical waste generation is minimal, the institution strictly adheres to proper disposal norms when necessary, ensuring safety and compliance.
4. **E-Waste Management:** Electronic waste, such as used batteries, is disposed of responsibly through a buy-back system, supporting recycling efforts and minimizing environmental harm.
5. **Waste Recycling:** Compost and vermicompost produced on-site are used within the campus, reducing reliance on external fertilizers and promoting a circular waste management system.
6. **Hazardous Waste Management:** The institution does not generate hazardous chemicals or radioactive waste. Stringent measures ensure no harmful substances are introduced or improperly disposed of.

These practices ensure that all degradable and non-degradable waste is handled responsibly, creating a sustainable and green environment.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geo tagged photographs of the facilities	Nil
Any other relevant information	No File Uploaded

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

C. Any 2 of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	No File Uploaded

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

A. Any 4 or All of the above

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Any other relevant documents	No File Uploaded

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

A. Any 4 or all of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	No File Uploaded
Certificates of the awards received	No File Uploaded
Any other relevant information	No File Uploaded

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-

A. Any 4 or all of the above

reading software, mechanized equipment

5. Provision for enquiry and information :

Human assistance, reader, scribe, soft copies of reading material, screen reading

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	No File Uploaded
Details of the Software procured for providing the assistance	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

The institute is committed to fostering an inclusive environment by organizing various initiatives that celebrate diversity and promote unity. Observing the days of eminent personalities, national festivals, and participating in NSS activities are integral to this effort. These initiatives bring together students and teachers from diverse cultural, linguistic, and socio-economic backgrounds, encouraging tolerance, harmony, and mutual respect.

Cultural programs are a cornerstone of these efforts, offering students a platform to showcase their regional and cultural heritage. Folk songs, dances, and other performances highlight the richness of diversity within the institution. The annual JITotsav, a weeklong cultural and sports extravaganza, serves as a vibrant celebration of talent and creativity. Activities such as song competitions, rangoli making, social awareness programs, fashion shows, arts, and drama provide students with opportunities to engage, express, and connect. Performances of regional dances like Lavani, Bhangra, and Garba infuse the event with energy and cultural pride.

To embrace linguistic diversity, competitions like essay writing and elocution are conducted in Marathi, Hindi, and English, ensuring inclusivity and equal participation. These activities not only nurture cultural appreciation but also strengthen interpersonal bonds, creating a cohesive and united campus

community.

By celebrating diversity and promoting inclusivity, the institute cultivates an environment that values collaboration, understanding, and shared growth.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	No File Uploaded

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The institute is committed to sensitizing students and employees about their constitutional obligations, including the values, rights, duties, and responsibilities of citizens. This initiative aims to instill a sense of social responsibility and foster the development of well-informed, proactive citizens.

One of the key efforts in this regard is the annual organization of Special NSS Camps in nearby villages. These camps provide a platform for NSS volunteers to engage with local communities and address pressing social issues. Activities during the camps are thoughtfully designed to raise awareness about topics such as health and hygiene, environmental conservation, education, gender equality, and the importance of social and cultural values.

Through these camps, volunteers not only contribute to the betterment of society but also develop empathy, leadership skills, and a deeper understanding of community challenges. The activities include interactive sessions, workshops, street plays, and cleanliness drives, which resonate with the villagers and encourage collective action for positive change.

By promoting awareness among its students and staff, the institute nurtures a culture of responsibility, inclusion, and active citizenship, thereby aligning its vision with the foundational principles of the Indian Constitution.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	View File
Any other relevant information	No File Uploaded

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized

File Description	Documents
Code of ethics policy document	No File Uploaded
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View File
Any other relevant information	No File Uploaded

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The institute enthusiastically celebrates Republic Day and Independence Day each year, with active participation from teaching staff, non-teaching staff, and students. The celebrations include flag hoisting, the national anthem, patriotic songs, and inspiring speeches, fostering national pride.

In addition to these, the institute observes national and international days to honor contributions from various domains. Mahatma Gandhi Jayanti and Chhatrapati Shivaji Maharaj Jayanti celebrate their pivotal roles in India's history. Teachers' Day on

5th September, marking Dr. Sarvepalli Radhakrishnan's birth anniversary, sees students expressing gratitude through activities dedicated to their teachers.

International Women's Day on 8th March recognizes women's achievements and promotes gender equality, while International Yoga Day on 21st June emphasizes yoga's physical and mental benefits. Swachh Bharat Abhiyan is observed as Swachhta Diwas on 2nd October, reflecting Mahatma Gandhi's vision of a clean India.

Engineers' Day on 15th September, organized by the students' association, honors Bharat Ratna Mokshagundam Visvesvaraya's legacy. The Ganapati Festival, celebrated for five days on campus, fosters spirituality and enhances cultural values among students and staff.

Through these celebrations, the institute instills patriotism, gratitude, equality, and cultural appreciation in its community.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	No File Uploaded
Any other relevant information	No File Uploaded

7.2 - Best Practices

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

Best Practice I: Experiential Learning Through In-sourcing Maintenance of College Assets

Objectives:

1. To utilize internal resources (in-sourcing) for maintenance activities instead of outsourcing.
2. To apply students' technical knowledge in maintaining college assets.
3. To enhance students' understanding and practical skills related to maintenance tasks.
4. To develop a skilled and well-trained workforce within the

institution.

5. To save time and costs by addressing specialized issues, such as those involving refrigeration and compressors, more efficiently in-house than through external vendors.
6. To improve students' tool-handling skills, fostering technical competence.
7. To encourage self-reliance and independence in maintenance work.
8. To promote experiential learning, allowing students to gain hands-on experience in their respective fields.
9. To build self-confidence and provide a sense of accomplishment through practical application.

Best Practice II: ProJIT - A National-Level Technical Project Competition and Exhibition

Objectives:

1. To showcase recent advancements and innovations in technology.
2. To enhance participative and experiential learning in engineering education.
3. To inspire students to think innovatively and develop creative solutions.
4. To strengthen Institute-Industry linkages by involving professionals from various industries in the competition.
5. To assist students in registering their innovative ideas for patents.
6. To promote greater Industry-Institute interaction, thereby facilitating training and placement opportunities.

File Description	Documents
Best practices in the Institutional web site	No File Uploaded
Any other relevant information	View File

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Fostering a sense of community and belonging can encourage students to share their experiences and engage in participative and experiential learning. Since 2014, the institute has been organizing various social activities that reflect this philosophy.

One notable initiative led by the students' associations is aimed at supporting underprivileged school children by providing essential items such as school bags, shoes, and stationery, recognizing education as a fundamental right. This activity, running consistently for the past four years, is a testament to the students' commitment to social responsibility. Instead of spending their pocket money on birthday celebrations, the students voluntarily contribute to this cause, reflecting a spirit of selflessness and empathy.

Faculty members have also lauded this initiative, extending their support to ensure its success. Typically organized on significant occasions like Teachers' Day or Engineers' Day, these events are celebrated with school children to create a meaningful and joyful experience. Activities such as drawing competitions, learning sessions, and playtime are conducted to encourage children to explore their creativity and develop new skills.

The college students provide all the necessary materials for these events, ensuring that the children have what they need to participate. Although a micro-initiative, this effort demonstrates how timely support can inspire children to excel academically and pursue their dreams, making a lasting impact on their lives.

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

- The institution ensures effective curriculum delivery through a well-planned and documented process. Affiliated with SPPU Pune, the Principal receives input through the IQAC, Department Advisory Board, and Institute Academic Coordinator to prepare the academic calendar for each academic session. Both the Institute and Department academic calendars include curricular, co-curricular, and extracurricular activities to facilitate the effective implementation and delivery of the curriculum.
- Teachers follow an outcome-based course curriculum framework, which includes unit-wise learning outcomes and test problems mapped to Course Outcomes (COs), to develop their teaching plans. A closed-loop system is in place to ensure effective curriculum delivery, as outlined in the accompanying documents.
- At the end of each semester, CO and Program Outcomes (PO) mapping and assessment are conducted to identify strengths and weaknesses in the course delivery components. Unit-wise tests are held, and the results are displayed to track students' academic progress. Additionally, assignments, seminars, guest lectures, projects, Problem-Based Learning (PBL), and industrial visits are employed as effective learning tools for students.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://jitnashik.edu.in/jit-main/reports/AQAR/C1/1.1.1.pdf

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

- The institution adheres to the academic calendar, which includes the conduct of Continuous Internal Evaluation

(CIE). The academic calendar is a well-planned document that outlines all the academic activities related to the continuous internal evaluation process. It is prepared by the Academic Coordinator in consultation with the Heads of Departments (HoDs) and approved by the Principal. The calendar is displayed on notice boards to inform students about the academic schedule for the entire session.

- While the Principal is the sole authority for making minor changes to the academic calendar, modifications may be made due to unforeseen circumstances. For instance, changes were made to examination dates as per the university's directives. Each department also prepares its own academic calendar based on the institute's academic calendar. The department calendar is more specific, detailing internal evaluations, class tests, assignments, industrial visits, etc.
- Course teachers announce the syllabus, curriculum plan, course outcomes, and objectives, and provide question banks, class tests, and assignments. Assignments are submitted by students according to the dates specified in the academic calendar, or as directed by the course teachers. Whenever possible, and as needed, course materials, assignments, tests, and feedback links are shared with students via Google Classroom, WhatsApp, and other platforms.

File Description	Documents
Upload relevant supporting documents	View File
Link for Additional information	https://jitnashik.edu.in/jit-main/reports/AQAR/C1/1.1.2.pdf

<p>1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University</p>	<p>B. Any 3 of the above</p>
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File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

6

File Description	Documents
Any additional information	View File
Minutes of relevant Academic Council/ BOS meetings	No File Uploaded
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

119

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	No File Uploaded
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

417

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs

during the year	
417	
File Description	Documents
Any additional information	View File
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

1.3 - Curriculum Enrichment

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

- The institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment, and Sustainability into the curriculum. The institute recognizes the importance of incorporating these issues into the curriculum to prepare students to become responsible and ethical professionals. Topics related to Professional Ethics, Gender, Human Values, Environment, and Sustainability are embedded across various programs and courses.
- The curriculum is designed to raise awareness and develop critical thinking skills among students, enabling them to address complex challenges related to these issues in their respective fields. The courses focus on cultivating ethical values, promoting responsible behavior, ensuring gender equality, fostering diversity, and encouraging human values such as empathy, compassion, and social responsibility. They also raise awareness about environmental issues and promote sustainable practices.
- The institution has introduced activities such as seminars, workshops, and expert lectures to sensitize both students and faculty members to these issues. Additionally, the institution encourages research and innovation in these areas, providing opportunities for students and faculty to engage in projects related to these concerns.
- Through the integration of crosscutting issues into the curriculum, institute aims to develop socially responsible professionals who are equipped to address the challenges faced by society and contribute to sustainable development.

File Description	Documents
Any additional information	View File
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

84

File Description	Documents
Any additional information	View File
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View File
MoU's with relevant organizations for these courses, if any	View File
Number of courses that include experiential learning through project work/field work/internship (Data Template)	View File

1.3.3 - Number of students undertaking project work/field work/ internships

962

File Description	Documents
Any additional information	View File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System	
1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni	A. All of the above
File Description	Documents
URL for stakeholder feedback report	No File Uploaded
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View File
Any additional information(Upload)	View File
1.4.2 - Feedback process of the Institution may be classified as follows	A. Feedback collected, analyzed and action taken and feedback available on website
File Description	Documents
Upload any additional information	View File
URL for feedback report	https://jitnashik.edu.in/jit-main/reports/AQAR/C1/1.4.2.pdf
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment Number Number of students admitted during the year	
2.1.1.1 - Number of sanctioned seats during the year	
507	
File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

195

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

The institute organizes an induction/orientation program for freshers, which includes addresses by the Principal, Heads of Departments (HODs), faculty members, and the Internal Quality Assurance Cell (IQAC) as part of its commitment to quality assurance. The program primarily covers the following:

- Introduction to the college's code of conduct
- Familiarization with the examination pattern and institutional processes
- Guidance on utilizing academic facilities, such as the library, etc.

As the semester progresses, each department reviews and analyzes the results of class tests, in-semester tests, prerequisite tests, and the previous year's results. Based on this analysis, special programs are organized for both advanced learners and slow learners. Additionally, students are categorized by their assigned mentors according to the following requirements:

a) Academic needs b) Communication, soft skills, and behavioral traits c) Personal challenges

These requirements are addressed through extra classes, remedial sessions, and tutorials.

For students joining through the lateral entry scheme after completing an engineering diploma, remedial classes are

organized to strengthen their foundational knowledge and skills. Foundation training for critical subjects and laboratory sessions are also conducted to help them overcome challenges faced in subjects, particularly for slow learners.

Special workshops and programs are organized for advanced learners to enhance their technical abilities, such as in Python, Android, Cyber Security, Robotics, etc.

Students are also encouraged to participate in various skill-based competitions, including Programming Competitions, Robotics Competitions, and Project Competitions, where they can showcase and further develop their technical skills.

File Description	Documents
Link for additional Information	https://jitnashik.edu.in/jit-main/reports/AQAR/C2/2.2.1.pdf
Upload any additional information	View File

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
587	51

File Description	Documents
Any additional information	View File

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

As experimental and participative learning enhance the overall understanding of a subject and its practical applications, the institute prioritizes and encourages these methods during the teaching and learning process, rather than relying on traditional teaching techniques.

The departments adopt various student-centric teaching and learning methodologies, such as:

Problem-Solving

- This student-centered approach involves students working in groups to solve open-ended problems. Real-world challenges are identified and addressed through innovative methods.
- In the Smart India Hackathon, students work on theme-based projects aimed at solving real-world problems through innovation.

Experiential Learning Experiential learning is a reflective approach where students and faculty dedicate time to investigating, experimenting, practicing, and understanding the practical applications of a subject. This engaged learning process allows students to "learn by doing." Activities may include, but are not limited to:

- Hands-on laboratory experiments
- Internships
- Field exercises
- Students, guided by faculty, identify problems, analyze them, and implement solutions.
- In the Internet of Things course, faculty and students collaborate to develop in-house practical kits.
- As a best practice, students assist with maintenance across departments, gaining hands-on experience.

Participative Learning Students are encouraged to participate in various competitions and events, such as the Smart India Hackathon. Each department organizes programs that allow learners to engage in various activities and learn independently. These programs include:

- Workshops
- Seminars
- Study tours
- Social activities
- Collaboration through shared online courses (e.g., NPTEL, SWAYAM)
- Internships

File Description	Documents
Upload any additional information	View File
Link for additional information	Nil

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

We believe in and encourage integrating practical approaches using ICT-enabled tools in teaching and learning, fostering innovation and creativity.

To enhance effective teaching and facilitate the understanding of complex concepts, the institute promotes the following practices:

- The use of videos, PowerPoint presentations, animations, and other multimedia resources is actively encouraged.
- Study materials, tutorial problems, assignments, and lecture notes are available through blogs and Google Groups for easy access.
- University question papers and eBook links are accessible in the library section of the college website.
- Various forms of collaboration, such as shared online courses (e.g., NPTEL, SWAYAM) and internships, support ongoing work that is less time-sensitive.
- Faculty members have created blogs, YouTube channels, and Google Classrooms to assist with the teaching and learning process.
- Videos and animations explaining technical concepts are used to make lectures more interactive.

Practical in-charges design, create, and simulate experiments, with corresponding lab manuals available for students. These manuals often include simulations that highlight creativity.

Faculty members also explain difficult terms using different terminologies through Virtual Labs or Simulators. The institute encourages all faculty members to incorporate innovative ideas into their teaching using ICT tools. In addition to textbooks, faculty integrate audio-visual materials, models, movies, and pictorial content into both theory and practical sessions. These methods not only enhance students' listening skills but also help them better understand the concepts.

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	Nil

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

49

File Description	Documents
Upload, number of students enrolled and full time teachers on roll.	View File
Circulars pertaining to assigning mentors to mentees	View File
mentor/mentee ratio	No File Uploaded

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

51

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	View File
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

7

File Description	Documents
Any additional information	View File
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template)	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

210

File Description	Documents
Any additional information	View File
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The primary focus of the institution is to strengthen the teaching-learning process through continuous assessment and evaluation.

The internal assessment is based on the following:

- Seminars and project presentations
- Home assignments
- Attendance
- Class test records
- Project-based learning evaluation
- Internship assessment

The schedule for internal examinations is communicated well in advance. These exams are conducted in a manner similar to university examinations, with invigilation by faculty members

from all departments. This ensures the integrity of the internal assessment process at the college level. Evaluated answer scripts are returned to students and discussed individually, with mistakes highlighted, shortly after the examination.

As part of the term work assessment, all practicals are evaluated in the subsequent practical session as part of continuous assessment. The subject teacher assigns marks for each experiment in front of the students to ensure transparency. Seminar and project coordinators prepare schedules for presentations and inform students in advance. As part of the academic requirements, students maintain a logbook for internships, projects, and seminars, recording each presentation and the marks awarded by the internal examiner.

File Description	Documents
Any additional information	View File
Link for additional information	https://www.jitnashik.edu.in/jit-main/reports/AQAR/C2/2.5.1.pdf

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

The internal assessment method enables teachers to evaluate students more accurately. As a result, students' interest in learning and attending classes has increased. Additionally, seminar presentations help improve students' communication skills, which are essential for facing interviews.

Mechanism of Internal Assessment:

The grievance handling mechanism for internal assessments is completely transparent:

- Students may raise grievances related to their internal assessments, which are addressed within a stipulated time frame with a justified explanation from the subject teacher.
- Term work and unit test marks are communicated to students individually. For any queries, students can directly contact the subject teachers.
- The evaluation of seminars, projects, and internships is transparent and time-bound. Students are informed about

the evaluation process in advance.

Mechanism of External Assessment:

The process for conducting university examinations, assessing answer sheets, and handling revaluation is governed by the affiliating university.

External Assessment:

Upon the declaration of university examination results, students may raise grievances related to the evaluation of their answer sheets. If necessary, students can challenge their results by applying for revaluation. This process is time-bound and completed within the same semester to provide updated results. Any other grievances are communicated to the university through the Principal/CEO, who follows up for effective resolution

File Description	Documents
Any additional information	View File
Link for additional information	https://jitnashik.edu.in/jit-main/reports/AQAR/C2/2.5.2.pdf

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

The institute is affiliated with Savitribai Phule Pune University. It follows the curriculum designed and published by the affiliated university and adopts Outcome-Based Education (OBE). The Programme Outcomes (PO), Programme Specific Outcomes (PSO), and Course Outcomes (CO) are evaluated by the institution to measure the knowledge, skills, and behavior of students, ensuring continuous quality improvement.

- The POs and PSOs are displayed on the notice boards of each department.
- The POs, PSOs, and COs are uploaded on the institute's website.
- COs are included in the curriculum of the respective departments, as specified by the affiliated university.
- COs are mentioned in class test question papers and

assignments.

- During teaching, teachers first discuss the course outcomes with students.
- Indirect attainment is measured using course exit surveys based on course outcomes and program exit surveys based on program outcomes.
- POs and COs are identified for the events organized by the institute.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://jitnashik.edu.in/jit-main/department/computer/ComputerCourse.php
Upload COs for all courses (exemplars from Glossary)	No File Uploaded

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

The institute follows the curriculum designed and published by the affiliated university and has adopted Outcome-Based Education (OBE). The Programme Outcomes (PO), Programme Specific Outcomes (PSO), and Course Outcomes (CO) are evaluated by the institution to measure students' knowledge, skills, and behavior, ensuring continuous quality improvement.

Tools Used for Computing CO Attainment:

Direct Assessment:

Tools for Internal Assessment (Weightage = 20%):

- Mock In-Semester test (Unit Test 1)
- Mockj-End-semester test (Unit Test 2)
- Presentations
- Mini projects
- Reports
- Seminars
- Assignments
- Experiments
- Oral assessments, etc.

University Examination Assessment (Weightage = 80%):

External Assessment Examination I: Two internal tests for students, namely -InSem (evaluated for 30 marks)

External Assessment Examination II: Evaluated for 70 marks.

Indirect Assessment: Course Exit Survey

PO/PSO Attainment:

- CO attainment for each course contributes to the PO/PSO attainment. The PO/PSO attainment for the course is determined using the predefined CO-PO/PSO matrix. The value of the final CO attainment for the course is calculated as follows:

PO/PSO attainment = Average of COs of a PO/PSO / 3 × Final CO attainment for the course

- The direct attainment level of a PO/PSO is assessed by averaging the results of all courses addressing that PO/PSO.
- The indirect attainment level of PO/PSO is assessed based on the Course Exit Survey.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	Nil

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

45

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	View File
Paste link for the annual report	Nil

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

<https://drive.google.com/drive/folders/leyKsYeLMsZYzFw9w1NQvikPEOwJ1DyBx>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

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

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

00

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	No File Uploaded
List of endowments / projects with details of grants(Data Template)	View File

3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year

00

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	No File Uploaded
Supporting document from Funding Agency	No File Uploaded
Paste link to funding agency website	Nil

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

30

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	View File

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

35

File Description	Documents
Any additional information	View File
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.2.2 - Number of books and chapters in edited volumes/books published and papers

published in national/ international conference proceedings per teacher during the year

3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

42

File Description	Documents
Any additional information	View File
List books and chapters edited volumes/ books published (Data Template)	View File

3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

The institute organizes various activities to foster a strong network between the institute, the neighbourhood, and the community. These initiatives aim to sensitize students to societal needs and contribute to social change in nearby urban and rural areas. By instilling a sense of civic responsibility, the institute actively engages students in community service, promoting their holistic development.

To raise awareness about social responsibilities through active participation, the institute conducts numerous activities under different banners. These include Swachhata Abhiyan, tree plantation drives, eco-friendly Ganesh Visarjan, blood donation camps, NSS camps, and celebrations like Dahi Handi and Ganesh festivals. Such initiatives nurture leadership qualities and a sense of responsibility among students.

The Student Development Cell also organizes programs to build self-confidence, critical thinking, and social commitment. For instance, under the Nirbhay Kanya Abhiyan scheme, training in self-defense and expert talks on gender equality and premarital counselling were held for girl students.

Further, to address social issues, students from the Computer Engineering Department distributed water bottles and stationery to underprivileged primary school children.

To create a safe and mentally healthy environment, the institute launched the "Shield" program. Additionally, Yoga

Sessions were organized on campus to emphasize the importance of physical and mental well-being.

File Description	Documents
Paste link for additional information	https://jitnashik.edu.in/jit-main/reports/AQAR/C3/3.3.1.pdf
Upload any additional information	View File

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

06

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year(Data Template)	View File
e-copy of the award letters	View File

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

15

File Description	Documents
Reports of the event organized	View File
Any additional information	No File Uploaded
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	View File

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

1404

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.4 - Collaboration

3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year

32

File Description	Documents
e-copies of linkage related Document	View File
Details of linkages with institutions/industries for internship (Data Template)	View File
Any additional information	No File Uploaded

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year

18

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

The institute management ensures the availability of adequate physical infrastructure in accordance with AICTE norms. The institution has consistently endeavoured to provide quality education and foster the all-round development of students. It boasts a well-maintained infrastructure that supports teaching and learning, as well as the comprehensive development of students.

The academic section includes spacious classrooms, tutorial rooms, and laboratories. Each classroom is well-ventilated and spacious (76sqm). Some classrooms and labs are equipped with ICT tools, while other rooms are provided with mobile ICT tools to enhance academic discourse. The college campus is fully Wi-Fi enabled for the benefit.

A total of 465 computers are available on campus, all connected to the internet via LAN. The laboratories are well equipped, with internet connectivity and projectors to support practical sessions. The language laboratory is enriched with ETNL software.

Two workshops, designed according to the curriculum, include various sections such as machine shops, fitting sections, carpentry etc.

The well-stocked library is Wi-Fi enabled and features a reading room with ample seating capacity.

The administrative section of the institute includes the

principal's office, as well as offices for accounts, student services, and more. The institute also has an instant power backup system to ensure uninterrupted operations.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://jitnashik.edu.in/jit-main/reports/AQAR/C4/4.1.1.pdf

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

The institute has adequate sports facilities, including playgrounds for cricket, volleyball, kabaddi, and other sports. An amphitheatre with a seating capacity of 1,000 is available for cultural activities. The cultural events for students and staff include the annual Kite Festival, Krishna Janmashtami (Dahi Handi), Ganesh Festival, Fresher's Party, and Farewell Party. Indoor sports facilities, such as table tennis, chess, and carom, are also available. The institute is equipped with a gymnasium that includes appropriate training aids. Additionally, ample space is provided for yoga activities on campus.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

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

16

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

16

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

250.77270

File Description	Documents
Upload any additional information	View File
Upload audited utilization statements	No File Uploaded
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.2 - Library as a Learning Resource

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

The institute has a well-stocked central library with a collection of books, national and international journals, projects, dissertations, audio-video materials, e-resources, and rare books. The Integrated Library Management System (ILMS) software manages all library activities, including acquisition, circulation, accession, serial control, indexing, and member information. The library has been fully automated using the commercial software Soul 3.0 (Software for University Libraries 3.0) since 2017.

Main Objectives of the Library:

1. To enhance the library's services to make it more

student- and staff-centric, and to encourage self-learning among students.

2.To acquire, organize, preserve, and disseminate knowledge in support of the research and knowledge needs of users.

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	Nil

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

A. Any 4 or more of the above

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

4.64463

File Description	Documents
Any additional information	View File
Audited statements of accounts	No File Uploaded
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

20

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

The institute has adequate IT infrastructure, including computers, software, and internet connectivity. Various software programs are made available based on the requirements of different courses. The institute is equipped with leased-line internet connectivity and advanced IT infrastructure, including servers and computer labs with efficient computing resources.

The institute maintains a robust IT infrastructure and regularly updates its hardware, software, and firewall systems as needed. It operates a network of 465 computers, supported by 100 Mbps leased-line internet connectivity, with an additional 100 Mbps backup to meet academic requirements. A centralized firewall, SOPHOS (XGS136), is used for network monitoring, management, and internet security. Most computers are equipped with antivirus software (Quick Heal), and the institute also uses open-source operating systems like Linux/Ubuntu. SOPHOS firewall provides secure access and user authorization.

A central computing facility is available, featuring 60 Intel Core i5 computers with 100 Mbps internet connectivity. The institute also has instant power backup for its IT infrastructure and lab equipment, in the form of UPS systems.

Standalone Facility: All computers can be used in standalone mode.

LAN Facility: LAN connectivity is available throughout the campus.

Wi-Fi Facility: Wi-Fi access is provided through an adequate number of access points across the campus.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

4.3.2 - Number of Computers

465

File Description	Documents
Upload any additional information	View File
Student – computer ratio	View File

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

File Description	Documents
Upload any additional Information	No File Uploaded
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)

250.77270

File Description	Documents
Upload any additional information	No File Uploaded
Audited statements of accounts.	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

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.

Several committees at the college work in coordination to address matters related to the maintenance of infrastructure facilities, laboratories, libraries, and other areas.

1. **Building Committee:** This committee is responsible for overseeing the repair and construction of new structures to ensure the smooth functioning of classes.
2. **Purchase Committee:** The Purchase Committee evaluates the necessity of purchasing equipment, instruments, books, stationery, furniture, and other infrastructural facilities.
3. **Library Advisory Committee:** This committee addresses the book requirements of faculty members, assesses their relevance, and places orders after final discussions during meetings.
4. **Laboratory Stock Verification Committee:** This committee conducts stock verification for various practical subjects. It submits a list of usable and non-usable items and highlights any maintenance requirements.
5. **Sports Committee:** The Sports Committee plans sports activities, organizes student training for different games, and provides motivation and support to athletes.
6. **Scrap Disposal Committee:** This committee is responsible for the disposal of solid waste on campus, collaborating with external agencies for the process.
7. **System Administration:** The institute provides a server room managed by the system administrator, who resolves computer-related issues.
8. **Housekeeping Committee:** The housekeeping staff is responsible for the maintenance of laboratories and the cleaning of classrooms.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	Nil

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

562

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	No File Uploaded
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

13

File Description	Documents
Upload any additional information	View File
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills	A. All of the above
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File Description	Documents
Link to institutional website	https://jitnashik.edu.in/jit-main/reports/AQAR/C5/5.1.3.pdf
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year
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535

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year
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535

File Description	Documents
Any additional information	View File
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The Institution has a transparent	A. All of the above
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mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View File
Upload any additional information	No File Uploaded
Details of student grievances including sexual harassment and ragging cases	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

17

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

0

File Description	Documents
Upload supporting data for student/alumni	No File Uploaded
Any additional information	No File Uploaded
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

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) during the year

0

File Description	Documents
Upload supporting data for the same	View File
Any additional information	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year

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

1

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

The institution actively encourages student's representation and engagement across administrative, co-curricular, and extracurricular domains through structured processes and established norms. A robust student council serves as a platform for effective representation; they can share worries, suggest ideas, and work together with teachers and leaders to make things better for the institution.

In administrative area, students participate in decision-making processes, contributing valuable outlook to policies that shape the academic environment. These involvements promote a sense of ownership and empowerment.

The co-curricular landscape is enriched by student engagement in workshops, seminars, and collaborative projects. This integration of academic knowledge with practical applications enhances the overall learning experience, preparing students for a well-rounded education.

Doing extracurricular activities like sports, arts, and clubs helps students grow and learn new skills. The institute makes sure everyone has a fair chance to join and be part of things.

The institute supports students in being part of decisions and activities, creating a well-rounded education. Students contribute to a friendly and inclusive campus, shaping their learning journey positively.

File Description	Documents
Paste link for additional information	https://jitnashik.edu.in/jit-main/reports/AQAR/C5/5.3.2.pdf
Upload any additional information	View File

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the

Institution participated during the year

30

File Description	Documents
Report of the event	View File
Upload any additional information	View File
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	View File

5.4 - Alumni Engagement

5.4.1 - There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

The Alumni Association is like a bridge that connects the past, present, and future of our institute. It was officially formed on 29th January 2018 (MH/112/NA), and goes by the name "Alumni Association Jawahar Education Society's, Institute of Management and Research, Nashik."

Alumni Association Organizes:

1. Guidance to students through guest lectures on various subjects.
2. Alumni from industries share their knowledge with students
3. Association helps in arranging educational and social awareness program for students.
4. Association provides information on job opportunities in their respective fields.

Alumni Association Contributes

1. JIT alumni guide engineering graduates, sharing insights on skills, technical trends, and corporate culture in events and lectures.

2. Alumni in different roles help students succeed in interviews, updating placement officers on job openings.
3. Guest Sessions are conducted by our alumni to share their insights and experiences, enriching current students learning.
4. Alumni also impact engineering graduates by conducting social awareness program in campus.
5. Some alumni started startups in various sectors, sharing success stories and challenges with students.
6. As JIT tradition, Alumni Meet on 25th February 2024, a key networking platform to discuss corporate trends. Mr. Sanket Ahire received a distinguished service award for his many post academic achievement and as a "Young Entrepreneur"

File Description	Documents
Paste link for additional information	https://jitnashik.edu.in/jit-main/reports/AQAR/C5/5.4.1A.pdf
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs) **E. <1Lakhs**

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

The Institute distinguishes itself through its Vision, which empowers its students. It features a clearly defined organizational structure that facilitates the formal flow of information and instructions. The governance framework includes the College Development Committee (CDC) and key leaders, such as the Principal, who are responsible for creating and implementing policies aligned with the Institute's Vision and Mission.

The CDC, Principal, and other institutional bodies, including the Internal Quality Assurance Cell (IQAC), Academic Monitoring Committee, and various committees, work together to oversee and monitor institutional practices.

The Principal ensures that the Institute's academic progress follows the established plans and conducts regular meetings with the Academic Monitoring Committee to review departmental processes and strategies.

Department Heads meet regularly with their staff to develop a comprehensive academic calendar each semester, which includes curricular, co-curricular, and extra-curricular activities that align with the Institute's Vision and Mission. They also foster a conducive learning environment and encourage the use of open educational resources for students.

The Alumni Coordinator develops and implements strategies for maintaining strong alumni relations, while the Training and Placement Officer engages with industry partners to identify students' training and internship needs and organizes campus interviews.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

The Institute's organizational structure reflects a robust hierarchy that aligns with its vision and mission, with the Principal overseeing both academic and administrative processes to ensure adherence to institutional policies. A collaborative team, including the Principal, Heads of Departments (HODs), teaching and non-teaching staff, the student union, student representatives, stakeholders, and alumni, drives the institution's progress.

The Institute operates within a framework that seamlessly integrates top-down leadership with bottom-up innovation, fostering a decentralized culture. This approach actively engages both staff and students in academic and co-curricular

activities, encouraging the creation of new initiatives and incorporating valuable input from all members of the community.

The Institutional Quality Assurance Cell (IQAC) plays a pivotal role in the Institute's efforts to enhance quality, working closely with faculty to develop strategic plans for continuous improvement.

The Principal has established various committees, with faculty members serving as conveners or members, to ensure the effective realization of the college's vision and mission. Through regular meetings and participative management, the Institute fosters an inclusive environment where staff and students contribute to and shape a diverse range of activities, demonstrating the success of its decentralized and collaborative approach.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The Perspective Plan developed by the Internal Quality Assurance Cell (IQAC) serves as a strategic and comprehensive framework for the institute's sustained growth and development over five years. It focuses on enhancing the educational ecosystem through targeted initiatives across key areas.

Teaching and Learning Initiatives: The plan aims to organize national-level project competitions to inspire innovation among students. It emphasizes faculty development through active participation in professional programs and the integration of ICT tools, such as NPTEL online courses, smart classrooms, digital boards, and upgraded computers. Faculty are encouraged to pursue Ph.D. programs, ensuring continuous academic advancement.

Research and Development Plan: IQAC prioritizes strengthening collaborations with industries through increased MOUs and promotes interdisciplinary final-year projects to encourage innovation. Faculty members are motivated to publish research

papers, apply for patents, and participate in seminars, workshops, and symposiums to foster a robust research culture.

Community and Engagement Plan: The institute demonstrates social responsibility by collaborating with NGOs, organizing blood donation drives, contributing to local community projects, and conducting NSS camps to positively impact society.

Human Resource Development Initiatives: Orientation programs for new faculty, fostering research, increasing faculty development opportunities, and in-house training sessions are integral to enhancing staff skill sets and performance.

This forward-thinking plan positions the institute as a hub for academic excellence, innovation, and social contribution, creating an inclusive and dynamic learning environment.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://jitnashik.edu.in/jit-main/reports/AQAR/C6/6.2.1.pdf
Upload any additional information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

The Institute operates effectively through well-defined policies, a clear administrative structure, and a comprehensive perspective plan. The governance structure includes the Board of Governors, the highest authority for decision-making and conflict resolution, and the College Development Committee (CDC), which supports administration and oversees institutional development.

The Principal, in collaboration with various authorities, has established decentralized committees to ensure active participation from both faculty and students in executing predefined plans, thereby enhancing decision-making and implementation.

To improve academic and technical skills, the Institute adopts strategies such as Bloom's Taxonomy, innovative teaching methods, and blended learning approaches. Faculty also utilize Blogs and Google Classroom to enhance accessibility and engagement in learning.

The Internal Quality Assurance Cell (IQAC) upholds quality standards by updating policies and conducting academic audits. The Institute has integrated digitization into administration to ensure a smooth workflow.

The Training and Placement Department enhances student employability through technical and soft skills training, significantly improving placement rates.

The institution has well-defined service rules for both teaching and non-teaching staff, including recruitment and promotion policies that align with Savitribai Phule Pune University (SPPU) guidelines. Additional policies on leave, increments, and promotions are also in place.

File Description	Documents
Paste link for additional information	Nil
Link to Organogram of the Institution webpage	Nil
Upload any additional information	View File

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	View File
Screen shots of user interfaces	View File
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View File

6.3 - Faculty Empowerment Strategies

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

The Institution offers comprehensive welfare schemes to promote the well-being and professional growth of both teaching and non-teaching staff. These initiatives underscore the Institution's commitment to creating a supportive and enriching work environment.

Employee Provident Fund (EPF): A retirement savings scheme ensuring financial security for eligible staff.

Gratuity: Employees receive gratuity benefits in line with statutory guidelines, offering financial support during retirement or resignation.

Recognition and Rewards: Exceptional contributions by teaching staff are acknowledged with awards, fostering a culture of motivation and appreciation.

Support for Higher Education: Staff are encouraged to pursue higher qualifications, including Graduate, Postgraduate, and Ph.D. programs, with access to the library, laboratories, and infrastructure.

Professional Development Support: Financial assistance is provided for Faculty Development Programs (FDPs), conferences, training sessions, and research publication expenses.

Personal Loan Scheme: The Jawahar Education Society's A.C. Patil Employee's Cooperative Credit Society facilitates personal loans for staff.

Comprehensive Leave Policy: A flexible leave structure addresses personal, medical, and professional requirements.

Health and Safety Measures: Staff benefit from health insurance, ambulance services, and on-call medical assistance.

Transportation Facility: Bus services ensure safe and convenient travel.

Wellness and Empowerment Initiatives: Activities like yoga sessions, awareness programs on gender equality, and self-defense workshops promote well-being and empowerment.

These initiatives reinforce the Institution's focus on nurturing a progressive and inclusive workplace.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.3.2 - Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the year

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

25

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

9

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	No File Uploaded
Reports of Academic Staff College or similar centers	View File
Upload any additional information	No File Uploaded
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

91

File Description	Documents
IQAC report summary	No File Uploaded
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

The institute implements a robust annual appraisal system to evaluate the performance of both teaching and non-teaching staff. At the end of each academic year, faculty members are required to submit a self-appraisal form that highlights their academic achievements, professional contributions, and participation in institutional activities.

The appraisal process considers a range of factors, including teaching responsibilities, professional development, conferences attended, research papers presented, and awards or recognitions received. It adopts a holistic approach, combining both quantitative metrics and qualitative insights to provide a well-rounded evaluation of each faculty member's performance.

The Head of the Department (HOD) plays a pivotal role in the process by compiling a detailed performance report that incorporates multiple perspectives. This report is then forwarded to the Principal, who reviews it for further action. The system evaluates teaching effectiveness, research contributions, and professional growth, ensuring that high standards are consistently maintained.

For non-teaching staff, the appraisal system relies on the HOD's report, which assesses job performance and highlights areas for growth. These evaluations provide constructive feedback, guiding staff toward improvement and development.

Overall, the annual appraisal system is a key mechanism for fostering accountability, encouraging excellence, and driving the continued success of the institute.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The Institution has a robust system for both internal and external audits to ensure financial transparency, accountability, and compliance with regulations. The accounts are regularly audited by a Chartered Accountant (CA). Any expenditure that exceeds the approved budget requires special sanction from the management.

Internal Audit: A qualified auditor, supported by a team of staff, conducts systematic and periodic verification of financial records and assets. The internal audit aims to prevent and detect fraud, ensure the accuracy of financial records, and facilitate the timely preparation of financial statements. This process includes verifying bills, vouchers, and transactions, as well as ensuring that purchases—such as books and lab equipment—are made at competitive rates through proper quotations.

External Audit: An external auditor, appointed by the Institution, performs an annual financial audit. Qualified Chartered Accountants certify the income and expenditure statements, balance sheets, and notes on accounts.

These dual audit mechanisms strengthen financial discipline, improve resource management, and ensure compliance with statutory requirements, reinforcing the Institution's commitment to accountability and transparency.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

0.28

File Description	Documents
Annual statements of accounts	No File Uploaded
Any additional information	View File
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

As a self-financed institution, the primary source of funding is the fees collected from students, which are following government norms. The financial resources are strategically allocated to align with the Institution's Vision, Mission, and long-term objectives.

Budgeting Process

The Institution follows a systematic process for budgeting and resource mobilization:

1. At the start of each financial year, departments submit their budget requests.
2. Heads of Departments (HODs) gather requirements for new equipment and resources from laboratory in-charges, considering syllabus updates.
3. The HODs and laboratory in-charges prepare detailed budget reports, which are then submitted for approval.

Optimal Utilization of Resources

To ensure the efficient use of resources, funds are allocated across key areas:

1. Teaching-Learning Practices: Funds support training programs, orientation sessions, seminars, workshops, and interdisciplinary activities to enhance the academic experience and education quality.
2. Operational and Administrative Needs: The budget covers daily operational expenses and maintenance of fixed assets, ensuring efficient day-to-day functioning of the institution.
3. Library Enhancements: Investment is made in e-journal

subscriptions and academic resources to strengthen academic support and ensure access to relevant, up-to-date materials.

4. **Infrastructure Maintenance:** Funds are allocated for the maintenance and repair of buildings and facilities, ensuring a well-equipped environment conducive to learning.
5. **Student Welfare and Activities:** The budget supports student welfare initiatives, including cultural festivals, student gatherings, and extracurricular activities to promote holistic development.

The Institution's primary goal in resource mobilization and utilization is to maintain high educational standards, ensure effective teaching practices, and foster the development of uniquely skilled students.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	View File

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

The Internal Quality Assurance Cell (IQAC) plays a vital role in enhancing educational quality and driving institutional progress. For the academic year 2023-24, the IQAC has significantly contributed in the following areas:

1. **AQAR Preparation:** Facilitated the preparation of the Annual Quality Assurance Report (AQAR) for 2023-24.
2. **Institute-Industry Collaboration:** Partnered with EduSkill Foundation, offering internships in MNC domains, with 90+ students registering. Two faculty members completed the Education Development Program (EDP).
3. **Seminars and Workshops:** Encouraged events for teaching and non-teaching staff, promoting innovation. Organized the National Conference on Emerging Trends in Engineering and Sciences (NCETES-2024), with 50+ papers published in a UGC Care Journal.

4. **Academic and Administrative Reforms:** Introduced project-based learning, internships, and streamlined administrative formats like In-semester Examination and Term Clearance Forms.
5. **NIRF Ranking:** Successfully submitted the institution's application for 2023-24.
6. **Student Development:** Promoted participation in competitions like SIH and Avishkar for holistic growth.
7. **Social Initiatives:** Organized yoga sessions, gender equality talks, premarital counseling, and a self-defense workshop.
8. **Professional Memberships:** Achieved CSI Institutional Membership and three faculty memberships.

Through these initiatives, IQAC demonstrates its commitment to academic excellence, institutional innovation, and overall development.

File Description	Documents
Paste link for additional information	https://jitnashik.edu.in/jit-main/reports/AQAR/C6/6.5.1.pdf
Upload any additional information	View File

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 and recorded the incremental improvement in various activities

Enhancing the Teaching-Learning Process: Institutional Initiatives

The institute prioritizes student-centric teaching and learning methodologies to enhance student engagement, comprehension, and overall academic performance. The Internal Quality Assurance Cell (IQAC) spearheads efforts to integrate innovative practices and ensure continuous improvement in the teaching-learning process.

Key Initiatives:

1. **Pre-requisite Test:** Designed to evaluate students'

foundational knowledge and readiness for upcoming courses, enabling faculty to tailor instruction accordingly.

2. **Teaching Plan:** Faculty prepare detailed lesson plans before the academic session to ensure structured and effective course delivery.
3. **Regular Assessments:** Unit Tests, Pre-insem, and Pre-endsem exams align with the SPPU University pattern, incorporating Course Outcomes (CO) and Bloom's Taxonomy for comprehensive assessment.
4. **Academic Audit:** Departments submit Term-End Reports, which are reviewed to maintain quality standards and improve processes.
5. **Feedback System:** Feedback from students, parents, and other stakeholders is systematically collected and analyzed to refine teaching practices.
6. **Digital Learning Platforms:** Tools like Google Classroom, blogs, and LCD projectors enhance learning accessibility and engagement.
7. **Faculty Development:** Faculty participate in certification programs, training sessions, and Faculty Development Programs (FDPs) to adopt modern teaching techniques.
8. **E-Database Utilization:** Access to resources like DELNET enriches teaching and research capabilities.
9. **Student-Centered Learning:** Field trips and real-world experiences bridge the gap between theory and practice.
10. **Project-Based Learning:** Students engage in practical projects, including feasibility studies and literature surveys, fostering collaboration, critical thinking, and application of knowledge.

This holistic approach ensures the continuous enhancement of the teaching-learning experience, fostering academic excellence and overall development.

File Description	Documents
Paste link for additional information	https://jitnashik.edu.in/jit-main/reports/AQAR/C6/6.5.2.pdf
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the

C. Any 2 of the above

institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

File Description	Documents
Paste web link of Annual reports of Institution	Nil
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The institute is deeply committed to promoting gender equality by ensuring that female students are given equal opportunities to express their identity and personality on an equal footing with their male counterparts. It is dedicated to fostering gender sensitization among students, recognizing this as both a primary duty and a constitutional obligation.

Appointments and deputations at all levels are conducted without gender bias, ensuring fairness and inclusivity. Equal participation in extracurricular activities is actively encouraged for both male and female students.

To address grievances related to sexual harassment, the institute has established a Grievance Redressal Committee (GRC) and an Internal Complaints Committee (ICC). These committees provide a platform for resolving issues while instilling confidence in students to address challenges both on and off

campus.

The college prioritizes safety, security, and emotional well-being by organizing counseling workshops, self-defense training, and providing a dedicated common room for students. The campus is fully secured with fencing and a compound wall, with trespassers strictly prohibited. Round-the-clock security is ensured through appointed security guards, and the campus is under constant CCTV surveillance.

Additionally, a complaint box is installed on the ground floor, and grievances submitted are promptly addressed by the GRC. The institute remains proactive in creating a safe and supportive environment for all students by organizing programs such as premarital counseling and workshops focused on emotional resilience.

File Description	Documents
Annual gender sensitization action plan	Nil
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://jitnashik.edu.in/jit-main/reports/AOAR/C7/7.1.1.pdf

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

D. Any 1 of the above

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

The institution is committed to sustainable waste management practices to maintain a clean and eco-friendly campus. Various systems have been implemented to handle different types of waste effectively:

1. **Solid Waste Management:** Scrap materials are disposed of through authorized vendors, ensuring compliance with Municipal Corporation norms. Biodegradable waste is managed using a compost plant and vermicompost facility on campus, promoting waste reduction and soil enrichment.
2. **Liquid Waste Management:** Efficient drainage systems are installed, and regular monitoring prevents blockages. This ensures smooth and environmentally sound liquid waste disposal.
3. **Biomedical Waste Management:** While biomedical waste generation is minimal, the institution strictly adheres to proper disposal norms when necessary, ensuring safety and compliance.
4. **E-Waste Management:** Electronic waste, such as used batteries, is disposed of responsibly through a buy-back system, supporting recycling efforts and minimizing environmental harm.
5. **Waste Recycling:** Compost and vermicompost produced on-site are used within the campus, reducing reliance on external fertilizers and promoting a circular waste management system.
6. **Hazardous Waste Management:** The institution does not generate hazardous chemicals or radioactive waste. Stringent measures ensure no harmful substances are introduced or improperly disposed of.

These practices ensure that all degradable and non-degradable waste is handled responsibly, creating a sustainable and green environment.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geo tagged photographs of the facilities	Nil
Any other relevant information	No File Uploaded

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	C. Any 2 of the above
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File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	No File Uploaded

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants 	A. Any 4 or All of the above
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File Description	Documents
Geo tagged photos / videos of the facilities	View File
Any other relevant documents	No File Uploaded

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	A. Any 4 or all of the above
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File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	No File Uploaded
Certificates of the awards received	No File Uploaded
Any other relevant information	No File Uploaded

<p>7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</p>	<p>A. Any 4 or all of the above</p>
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File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	No File Uploaded
Details of the Software procured for providing the assistance	No File Uploaded
Any other relevant information	No File Uploaded

<p>7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).</p>	<p>The institute is committed to fostering an inclusive environment by organizing various initiatives that celebrate diversity and promote unity. Observing the days of eminent personalities, national festivals, and participating in NSS</p>
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activities are integral to this effort. These initiatives bring together students and teachers from diverse cultural, linguistic, and socio-economic backgrounds, encouraging tolerance, harmony, and mutual respect.

Cultural programs are a cornerstone of these efforts, offering students a platform to showcase their regional and cultural heritage. Folk songs, dances, and other performances highlight the richness of diversity within the institution. The annual JITotsav, a weeklong cultural and sports extravaganza, serves as a vibrant celebration of talent and creativity. Activities such as song competitions, rangoli making, social awareness programs, fashion shows, arts, and drama provide students with opportunities to engage, express, and connect. Performances of regional dances like Lavani, Bhangra, and Garba infuse the event with energy and cultural pride.

To embrace linguistic diversity, competitions like essay writing and elocution are conducted in Marathi, Hindi, and English, ensuring inclusivity and equal participation. These activities not only nurture cultural appreciation but also strengthen interpersonal bonds, creating a cohesive and united campus community.

By celebrating diversity and promoting inclusivity, the institute cultivates an environment that values collaboration, understanding, and shared growth.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	No File Uploaded

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

The institute is committed to sensitizing students and employees about their constitutional obligations, including the values, rights, duties, and responsibilities of citizens. This initiative aims to instill a sense of social responsibility and foster the development of well-informed, proactive citizens.

One of the key efforts in this regard is the annual

organization of Special NSS Campsin nearby villages. These camps provide a platform for NSS volunteers to engage with local communities and address pressing social issues. Activities during the camps are thoughtfully designed to raise awareness about topics such as health and hygiene, environmental conservation, education, gender equality, and the importance of social and cultural values.

Through these camps, volunteers not only contribute to the betterment of society but also develop empathy, leadership skills, and a deeper understanding of community challenges. The activities include interactive sessions, workshops, street plays, and cleanliness drives, which resonate with the villagers and encourage collective action for positive change.

By promoting awareness among its students and staff, the institute nurtures a culture of responsibility, inclusion, and active citizenship, thereby aligning its vision with the foundational principles of the Indian Constitution.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	View File
Any other relevant information	No File Uploaded

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

A. All of the above

File Description	Documents
Code of ethics policy document	No File Uploaded
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View File
Any other relevant information	No File Uploaded

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The institute enthusiastically celebrates Republic Day and Independence Day each year, with active participation from teaching staff, non-teaching staff, and students. The celebrations include flag hoisting, the national anthem, patriotic songs, and inspiring speeches, fostering national pride.

In addition to these, the institute observes national and international days to honor contributions from various domains. Mahatma Gandhi Jayanti and Chhatrapati Shivaji Maharaj Jayanti celebrate their pivotal roles in India's history. Teachers' Day on 5th September, marking Dr. Sarvepalli Radhakrishnan's birth anniversary, sees students expressing gratitude through activities dedicated to their teachers.

International Women's Day on 8th March recognizes women's achievements and promotes gender equality, while International Yoga Day on 21st June emphasizes yoga's physical and mental benefits. Swachh Bharat Abhiyan is observed as Swachhta Diwas on 2nd October, reflecting Mahatma Gandhi's vision of a clean India.

Engineers' Day on 15th September, organized by the students' association, honors Bharat Ratna Mokshagundam Visvesvaraya's legacy. The Ganapati Festival, celebrated for five days on campus, fosters spirituality and enhances cultural values among students and staff.

Through these celebrations, the institute instills patriotism, gratitude, equality, and cultural appreciation in its

community.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	No File Uploaded
Any other relevant information	No File Uploaded

7.2 - Best Practices

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

Best Practice I: Experiential Learning Through In-sourcing Maintenance of College Assets

Objectives:

1. To utilize internal resources (in-sourcing) for maintenance activities instead of outsourcing.
2. To apply students' technical knowledge in maintaining college assets.
3. To enhance students' understanding and practical skills related to maintenance tasks.
4. To develop a skilled and well-trained workforce within the institution.
5. To save time and costs by addressing specialized issues, such as those involving refrigeration and compressors, more efficiently in-house than through external vendors.
6. To improve students' tool-handling skills, fostering technical competence.
7. To encourage self-reliance and independence in maintenance work.
8. To promote experiential learning, allowing students to gain hands-on experience in their respective fields.
9. To build self-confidence and provide a sense of accomplishment through practical application.

Best Practice II: ProJIT - A National-Level Technical Project Competition and Exhibition

Objectives:

1. To showcase recent advancements and innovations in technology.
2. To enhance participative and experiential learning in engineering education.
3. To inspire students to think innovatively and develop creative solutions.
4. To strengthen Institute-Industry linkages by involving professionals from various industries in the competition.
5. To assist students in registering their innovative ideas for patents.
6. To promote greater Industry-Institute interaction, thereby facilitating training and placement opportunities.

File Description	Documents
Best practices in the Institutional web site	No File Uploaded
Any other relevant information	View File

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Fostering a sense of community and belonging can encourage students to share their experiences and engage in participative and experiential learning. Since 2014, the institute has been organizing various social activities that reflect this philosophy.

One notable initiative led by the students' associations is aimed at supporting underprivileged school children by providing essential items such as school bags, shoes, and stationery, recognizing education as a fundamental right. This activity, running consistently for the past four years, is a testament to the students' commitment to social responsibility. Instead of spending their pocket money on birthday celebrations, the students voluntarily contribute to this cause, reflecting a spirit of selflessness and empathy.

Faculty members have also lauded this initiative, extending their support to ensure its success. Typically organized on significant occasions like Teachers' Day or Engineers' Day, these events are celebrated with school children to create a

meaningful and joyful experience. Activities such as drawing competitions, learning sessions, and playtime are conducted to encourage children to explore their creativity and develop new skills.

The college students provide all the necessary materials for these events, ensuring that the children have what they need to participate. Although a micro-initiative, this effort demonstrates how timely support can inspire children to excel academically and pursue their dreams, making a lasting impact on their lives.

File Description	Documents
Appropriate web in the Institutional website	View File
Any other relevant information	No File Uploaded

7.3.2 - Plan of action for the next academic year

Broad Objectives Identified by the College IQAC

The College IQAC has set clear objectives to drive institutional growth and quality enhancement:

1. **Enhance Brand Equity:** Build the college's reputation within the local community by leveraging its credibility and achievements, ensuring broader recognition.
2. **Foster Holistic Development:** Create an environment that nurtures the academic, professional, and personal growth of students, faculty, and staff, promoting overall well-being.
3. **Promote Continuous Learning:** Encourage faculty and students to embrace lifelong learning and adopt modern technologies to stay competitive and future-ready.

Strategic Focus Areas

1. **Institution:** The college aims to revise its vision and mission to reflect evolving goals, introduce value-added courses addressing stakeholder needs, and ensure academic programs are relevant and high-quality. Continuous innovation and robust quality assurance measures are key priorities.
2. **Administration:** Administrative processes are being automated for greater efficiency and transparency. The

college website is a central hub providing detailed information on admissions, courses, exams, rules, and events.

3. **Faculty:** Welfare initiatives are prioritized to enhance faculty satisfaction. A research-oriented culture is fostered, motivating faculty to engage in research, organize and attend Faculty Development Programs, and participate in national and international conferences.
4. **Learning Resources:** Library resources are upgraded with online digital content. Digital learning materials like video lectures and study notes are provided via platforms like blogs and Google Classroom, ensuring accessibility and improved learning outcomes.