SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

JSPM NARHE TECHNICAL CAMPUS

S. NO. 12/2/2 AND 14/9 NARHE, TAL. HAVELI, DIST. PUNE,PUNE
411041

www.jspmntc.edu.in

SSR SUBMITTED DATE: 04-06-2024

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

JSPM's JSPM Narhe Technical campus, Narhe Pune is approved by All India Council for Technical Education (AICTE) , Directorate of Technical Education (DTE) Government of Maharashtra, and affiliated to Savitribai Phule Pune University (SPPU), Maharashtra State. The institute is a self-financed private organization established in 2011.

JSPM NTC offers five full-time undergraduate courses and five post-graduate courses in engineering, MBA and MCA. The institution is committed to imparting quality technical education to achieve its vision and mission. The strong industry – academia partnership for the professional development of student is the key feature of the institute. Institute is located in lush green pollution free area of Narhe, surrounded by the hills and greenery. The IT park at Hinjewadi and the Industrial area of Narhe makes the ample opportunities available to students for industrial explore and placement.

Vision

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

Mission

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

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. **Infrastructure and Facilities**

The camps is lush green pollution free which makes the learning pleasant. Our campus boasts modern facilities, including advanced lecture halls, well-equipped laboratories, industry associated laboratories and e e library with a good collection of resources and AC reading room. The institute also offers high-speed internet and dedicated research spaces to support both students and faculty in their academic endeavors."

2. **Dedicated and enthusiastic Faculty**

The faculty is well enthusiastic, dedicated and always ready to help the students in curricular, co-curricular and extra-curricular activities. The GFM scheme creates good bond between student and staff.

3. Industry-Institute Partnership

The institute signed Memorandum of understanding (MOU) with industries to be partner in activities like projects, internship, placement, seminars, faculty training etc.

4. LMS and Digital Content Development Cell

The institute developed a state of art digital content development cell (DCD) for digital content generation. Moodle is customized by the institute for efficient utilization.

Institutional Weakness

1. Research consultancy contribution

We are working on the same by providing facilities to the students and staff to increase the research contribution.

2. Global Reach and Alumni Network

We are the 13 years' young institute and only 9 batches have pass out still we have established some partnerships, there is an opportunity to broaden our global reach through more exchange programs and collaborative research projects. Additionally, improving our engagement with alumni through structured networks and regular events could foster stronger connections and support for our current students.

3. Community Engagement and Social Responsibility:

Despite our efforts in community engagement, there is potential to increase our impact through more structured and sustained initiatives. Strengthening our partnerships with local organizations and expanding our outreach programs would help us make a more significant contribution to society.

Institutional Opportunity

1. Technological Integration:

Embracing advanced technologies such as virtual reality, augmented reality, and AI-driven learning platforms presents a significant opportunity to revolutionize our teaching methodologies. These technologies can enhance the learning experience, making it more interactive and accessible.

2. Alumni Relations and Development:

Enhancing our engagement with alumni through regular events, mentorship programs, and networking opportunities can provide valuable support for current students and strengthen our community. Alumni can contribute through guest lectures, career guidance, and fundraising initiatives.

3. Expansion of Academic Programs:

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With the increasing demand for specialized knowledge, there is a significant opportunity to expand our academic offerings. Introducing new programs in emerging fields such as artificial intelligence, machine learning

Institutional Challenge

1. Student Enrollment and Retention:

Attracting and retaining students in a competitive educational landscape is an ongoing challenge. Factors such as changing demographics, rising tuition costs, and the availability of alternative education options can impact enrollment.

2. No autonomy in academic matters as it is an affiliated institution.

As institute is affiliated to Savitribai Phule Pune University (SPPU) we are not having autonomy regarding curriculum and evaluation.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Criteria I: Curricular Aspects

The Institution guarantees the efficient execution of the curriculum designed according to the syllabus mandated by the affiliating University. To address the disparity, the institute offers a range of activities and courses, such as certificate programs, workshops, seminars, and additional courses/events, which are conducted by both internal faculty members and external professionals and industry experts. The academic flexibility is constrained due to the institute's adherence to the syllabus mandated by the affiliating university. Nevertheless, the students are afforded the chance to select their elective courses, project problem statements, and audit courses.

The University implements a range of courses that incorporate many cross-cutting topics related to Gender, Environment and Sustainability, Human Values, and Professional Ethics. Furthermore, the National Service Scheme (NSS), Student Clubs, and Professional chapters are responsible for coordinating a range of initiatives aimed at tackling the aforementioned challenges. Curriculum Enrichment involves students participating in a range of technical and non-technical activities that raise their awareness of different community, societal, environmental, and national issues. Field trips, internships, project-based learning, and competitions offer opportunities for experiential learning and hands-on training. The institution has entered into Memoranda of Understanding (MOUs) with companies and educational institutions to facilitate the exchange of knowledge and provide opportunities for student internships. These endeavors facilitated the students' exposure to contemporary industrial methodologies, implementations, and technical progressions. The institution has implemented a comprehensive online feedback framework that allows for the collection of comments from all stakeholders. The collected input is assessed and appropriate actions are implemented.

Teaching-learning and Evaluation

Criteria II: Teaching Learning and Evaluation

The admission procedure for the programme follows a transparent and well-managed mechanism that adheres to all the regulations set by the Admission Regulating Authority, Government of Maharashtra, DTE and AICTE. The reservation policy of the Government of Maharashtra and Central Government is implemented to ensure fairness and equal opportunities, with the aim of including students from diverse geographical locations and various socio-economic, cultural, and educational backgrounds. The institute recruited the well qualified and experienced teaching staff as per AICTE requirement. The institute's implementation of the Guardian Faculty Member System (GFM) enables the adaptation of teaching methods to cater to the individual learning styles of students, while also fostering beneficial one-on-one mentoring relationships. The institution arranges an introduction session for recently enrolled students to acquaint them with the Institute's operational policies, academic framework, internal and external assessment procedures, as well as norms and regulations. The institute employs learner-centred teaching methods, including participative learning, experiential learning, and collaborative learning, to support effective learning for students. The utilization of ICT facilities, E-Learning resources, and new teaching-learning strategies by teachers plays a crucial role in enhancing the effectiveness of the learning process. Teachers are driven to engage in advanced studies and participate in professional development programs, workshops, seminars, and other events in order to enhance their knowledge of the newest technology advancements and engage with the wider community. Student performance is continuously evaluated through assignments, quizzes, mini projects, and other means. Internal assessment and end-of-semester assessment are utilized to determine the achievement of Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs). The question papers are designed in accordance with the standards outlined in the Examination Reforms proposed by AICTE. Student, parent, and alumni feedback is collected to determine the level of student satisfaction with their learning experience. Based on this feedback, appropriate actions are taken to address any issues.

Research, Innovations and Extension

Criterion III: - Research, Innovations and Extension

Research resources are obtained by submitting applications to different funding bodies whenever they issue announcements. The institute facilitates research endeavors by offering both infrastructure and financial assistance. The Institution has established an ecosystem to foster innovation, which comprises the Centre for Innovation Incubation and Entrepreneurship Development (CIIED), Lab as a Museum, and software and hardware resources.

A range of seminars and workshops focused on Intellectual Property Rights (IPR), patent filing, and copyright protection to encourage research endeavors are organized frequently. Both teachers and students have achieved research publications and received awards. Students have actively engaged in the Smart India Hackathon, Gokart and many competitions. The National Service Scheme (NSS) and Student Clubs organize community-based initiatives and outreach programs to raise awareness among students about gender issues, environmental sustainability, human values, and professional ethics. Teachers have completed MOOC online certification courses. The institute has entered into Memorandums of Understanding (MOUs) with industry to facilitate collaborative activities, including placement drives, student internships, field trips, and field projects.

Infrastructure and Learning Resources

Criterion IV: - Infrastructure and Learning Resources

The institute possesses academic and administrative facilities in accordance with the regulations set by statutory organizations. The classrooms are furnished with ICT-enabled amenities such as LCD projectors and Smart Boards. Each department possesses an ample quantity of laboratories that are furnished with cutting-edge technology, as well as enough IT facilities that offer Internet and Wi-Fi connectivity. Additionally, the industry associated laboratories helps students to get acquainted with the needs of industry. The Central Library offers an ample selection of textbooks, reference books, e-journals, CDs, e-books, and printed journals. The institutional membership of Jaykar Library of SPPU grants access to a comprehensive database of educational resources. The institute has a Centre for Innovation Incubation and Entrepreneurship Development (CIIED) unit that supports start-ups. The faculty members provide learning resources such as lecture notes and video lectures to the students through a Modular Object-Oriented Dynamic Learning Environment (MOODLE). The college possesses a specialized transport department that manages transportation logistics for a variety of academic needs. The transport department provides a fleet of vehicles, which includes buses, vans, and cars, for the transportation needs of students and faculty members. There are ATM and food court facilities available within the complex. There are sick rooms, as well as common rooms for boys and girls, and restrooms available. Medical care is also provided by ambulance services. The institute has a dedicated maintenance team that handles many types of maintenance tasks. There is a water treatment plant and a wastewater treatment plant operating on site. Both outdoor and indoor sports facilities are available. The institute also offers sports equipment and supplies. The institution provides essential support for individuals to participate in sporting events organized at various levels through its affiliation. Participants receive financial and other forms of support.

Student Support and Progression

Criterion V: - Student Support and Progression

The institute support students to avail all the scholarship of state government, central government, non-government organizations like SC/ST scholarship, EBC, and schemes of government for residence. The institute is equipped with many support systems to assist students, including a guidance cell, placement cell, grievance redressal cell, and welfare measures such as insurance, an earn and learn schemes, and a GFM system. Tutoring sessions are organized for students who require more support due to their learning challenges. Relevant fields are the focus of value-added courses, expert lectures, and hands-on training. The college offers an Academic Excellence award to students who rank in the top five positions in their End semester exam during their first year of study. The institution has a specialized Training and Placement Cell that consists of a Training and Placement Officer (TPO), Departmental Training and Placement (TPC), and student coordinators. Seminars provide guidance for competitive tests and advanced study. Career counseling and soft skill development programs are conducted in collaboration with industry and institutions. Field projects and internships are organized for students through Memorandums of Understanding (MOUs) that are signed with industries. These opportunities provide students with practical learning experiences and hands-on training. Students receive placement aid through both on-campus and off-campus drives. The institute promotes student involvement in co-curricular and extra-curricular activities by offering financial aid and transportation services for events conducted both within and outside the institute. Many kids have actively engaged in a variety of activities and have achieved success by winning prizes. The Alumni Association is officially registered with the charity commissioner. Alumni support the institute either financially or non-financially through activities such as

providing internships, delivering guest lectures, organizing workshops, arranging industrial visits, and assisting with campus recruitment drives. Alumina meetings are organized to investigate the potential engagement of graduates in industry partnerships and their contributions in terms of industrial visits, sponsored projects, seminars, guest lectures, and more.

Governance, Leadership and Management

Criterion VI: - Governance, Leadership and Management

The administration has a proficient organizational framework consisting of technocrats, including the Founder Secretary of the Trust who is an Electrical Engineer and has a goal of providing high-quality education. The institution's governance is carried out by a variety of cells, bodies, and committees, which include the Director, Dean, Department Heads, and faculty members. These individuals are assigned specific obligations and duties. Members of various committees are granted autonomy to make choices about academic and administrative matters, hence fostering participative management. The institution's viewpoint and strategic plan encompass the establishment of a research Centre, the signing of Memorandums of Understanding (MOUs) with foreign Universities, collaboration with prestigious institutions such as IITs, provision of internships for all students, and the continuous improvement and maintenance of quality in the teaching-learning process. E-governance is applied across multiple domains, including administration, examination, finance accounts, student admission, and support. Empowering the faculty The institution's strategies encompass providing financial assistance for attending conferences, STTPs, workshops, and other related events. Faculty members have the authorization to utilize the laboratory facilities for research endeavors. Several professional training programs are arranged for non-teaching professionals to improve their performance. In addition to the funds earned from student fees, the teaching staff actively seeks funding from various authorities for research projects. The institute operates on a self-financing model, with student fees being the primary source of financial support. These fees are managed in a judicious manner. The institution has an Internal Quality Assurance Cell (IQAC) in place to develop academic regulations that guarantee an efficient teaching-learning process.

Institutional Values and Best Practices

Criterion VII: - Institutional Values and Best Practices

The institute offers equal opportunity to all individuals, without any form of gender bias or prejudice. Guest lectures and seminars are organized by inviting distinguished speakers such as lawyers, social workers, and motivational speakers to discuss the topic of gender equality. Comprehensive safety and security measures are ensured for individuals of all genders through the installation of closed-circuit television (CCTV) cameras and the provision of separate common spaces for boys and girls. Unconventional energy sources such as solar energy and LED tubes are utilized to reduce power needs. The solar plant connected to greed to give the generated electricity. The solid, liquid, and electronic waste are appropriately disposed of to safeguard the environment. A rainwater collection system is implemented to investigate and utilize natural resources. The sewage treatment plant enables the reuse of water for non-potable uses, mostly for gardening. The presence of many tree species, plant varieties, and well-maintained lawns on the campus contributes to the creation of a delightful and enjoyable atmosphere. Green methods employed include minimizing print-outs, implementing paperless administration, and conducting awareness training on the perils of plastic. Various accommodations such as lifts, ramps, wheelchairs, ambulances, and sick rooms are provided for individuals with disabilities. The institute has a clearly defined code of conduct for students, teachers, governing body, administration, and

support personnel. This code is presented to them through the institute's website.

The institute adheres to numerous commendable practices to foster the holistic development of its pupils. The two most effective strategies are:

1 The educational system offers pupils the opportunity to engage in several national-level competitions, including as Go-karting and the Smart India Hackathon, as a means of learning. This opportunity enables students to identify and address real-world challenges, allowing them to acquire valuable knowledge and skills through problem-solving and active participation in competitions.

2 Industry-Academia collaboration for the professional development of students and faculty: Engaging with the industry through activities such as placement, internships, industry projects, seminars, and workshops helps students to enhance their professional growth.

Institite have unque digital content development cell

2. PROFILE

2.1 BASIC INFORMATION

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

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Mhalsakant Mohanrao Sardeshmukh	020-24317383	9422025913	020-2431738 9	director@jspmntc.e du.in
Professor	Sumant Anant Choudhari	020-24317384	9420071223	020-2431736 9	dean_academics@j spmntc.edu.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	02-06-2023	12	Affiliation for one year
AICTE	View Document	02-06-2023	12	Affiliation for one year
AICTE	View Document	02-06-2023	12	Affiliation for one year
AICTE	View Document	02-06-2023	12	Affiliation for one year

Recognitions

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

Location and Area of Campus

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

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BE,Engineering And Technology,Mechanical Engineering	48	HSE and CET	English	120	67
UG	BE,Engineering And Technology,Civil Engineering	48	HSE and CET	English	120	17
UG	BE,Engineering And Technology,Computer Engineering	48	HSE and CET	English	120	120
UG	BE,Engineering And Technology,Artificial Intelligence and Data Science	48	HSE and CET	English	60	60
UG	BE,Engineering And Technology,Electronics and Telecommunication Engineering	48	HSE and CET	English	60	60
PG	ME,Engineering And Technology,Computer Engineering	24	B.E./B.Tech	English	12	0
PG	ME,Engineering And Tech	24	B.E./B.Tech	English	24	1

	nology,Design Engineering					
PG	ME,Engineering And Technology,VLSI and Embedded Systems	24	B.E./B.Tech	English	12	1
PG	MBA,Management,Master in Business Administration	24	Graduation	English	120	120
PG	MCA,Mca,Master in Computer Application	24	Graduation	English	60	60

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	6				11				104			
Recruited	4	2	0	6	10	1	0	11	55	49	0	104
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				56
Recruited	38	18	0	56
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				11
Recruited	7	4	0	11
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	2	0	10	1	0	5	5	0	27
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	50	44	0	94
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	3	1	0	4

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	992	0	0	0	992
	Female	348	0	0	0	348
	Others	0	0	0	0	0
PG	Male	241	0	0	0	241
	Female	154	0	0	0	154
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	159	198	220	163
	Female	56	62	68	55
	Others	0	0	0	0
ST	Male	14	16	12	8
	Female	3	4	5	5
	Others	0	0	0	0
OBC	Male	263	355	446	440
	Female	102	88	81	84
	Others	0	0	0	0
General	Male	371	277	311	264
	Female	124	99	91	73
	Others	0	0	0	0
Others	Male	570	805	885	907
	Female	171	215	207	207
	Others	0	0	0	0
Total		1833	2119	2326	2206

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	JSPMNTC, an institute in Pune, aligns with the National Education Policy (NEP) 2020 to provide high-quality education and develop human resources. The institute follows guidelines from Sou. Savitribai Phule Pune University and offers audit courses with multidisciplinary options. Interdisciplinary subjects and projects in engineering education are crucial for students to adapt to current industrial trends and reduce the gap between academic institutions and industries. Interdisciplinary courses can help students expand their knowledge boundaries and innovate by creating new solutions. Students often engage in interdisciplinary project development, with projects in finance, insurance, banking, education, home

	automation, and more. Interdisciplinary projects have helped students gain placements in top industries, and the institute has initiated activities to promote interdisciplinary education culture and research. Key highlights of the institute's focus include promoting interdisciplinary research and promoting interdisciplinary education culture. • More emphasis on experiential learning and practical work, therefore more project-based interdisciplinary learning is introduced • Courses on problem-solving, creative writing, entrepreneurship in UG programs & Research Methodology introduced in PG programs • The concept of theory and labs has been integrated into project-based learning by laboratories. This supports the difficult and complex interdisciplinary experiments through project-based easy learning approaches • Integrated out-of-classroom learning like professional society works with the curriculum to encourage creativity and innovation. • For experiential learning, participative learning, and problem solving methodologies, Technovision, Student Association, and Innovation Lab is established in each department where innovative minds can play with technology. It is based on the values of creativity, critical thinking, innovation, and hands on experience. Students of any discipline with a bend for invention and innovation can come together under one roof to give shape to their new ideas. They can design, create and engineer prototypes, new products, etc. • A lot of advanced lectures, industrial visits, competitions, and quizzes are organized through various industrial and academic institutions to enhance experiential and interdisciplinary learning. Open electives are available for students where students can select a course based on their interest as per the present need of the industries, students have to focus on interdisciplinary knowledge and should focus on innovative multidisciplinary projects and research work. This will expose the students to advanced technologies and will widen the scope of placements.
2. Academic bank of credits (ABC):	JSPM Narhe Technical Campus is affiliated to Savitribai Phule Pune University (SPPU) and has a credit-based system. Faculties are actively participating in the syllabus designing of their courses at the University level. For assessment of the courses, faculties define the assessment tools and

	design the assignments, tests, and quizzes for assessment of the students.
3. Skill development:	The JSPMNTC institution organizes Workshops aimed at Skill development such as Soft Skills for teaching, Non-teaching staff, and students. A national-level workshop was held on developing study skills for effective learning. IQAC runs a Value education course for first-year students. Certain departments conduct activities aimed at skill development such as the Department of Management Studies assigns live projects to students to develop research skills. The Curriculum has scope for project-based learning in which students participate in groups wherein they learn the importance of teamwork and develop leadership qualities, and communicative and presentation skills.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	JSPMNTC has "ETSA, MESA, and CESA", the student club for various activities in Marathi, Hindi, and other languages. Various programs are arranged through the club to inculcate Indian culture. Art Circle is a cultural club of JSPMNTC, established in the year 2017. The sole vision of the club is to connect the divine through rhythms and ragas. The club has performed various activities on occasions, and festivals throughout the year.
5. Focus on Outcome based education (OBE):	JSPMNTC Institute has framed the policies to achieve the following important aspects of the Outcome Based Education 1. Course is defined as a theory, practical, or theory cum practical subject studied in a semester. For Eg. Engineering Mathematics 2. Course Outcome (CO) Course outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course. Generally, three or more course outcomes may be specified for each course based on its weightage. 3. Programme is defined as the specialization or discipline of a Degree. It is the interconnected arrangement of courses, cocurricular and extracurricular activities to accomplish predetermined objectives leading to the awarding of a degree. For Example B.E., Marine Engineering 4. Programme Outcomes (POs) Program outcomes are narrower statements that describe what students are expected to be able to do by the time of graduation. POs are expected to be aligned closely with Graduate

	Attributes. 5. Program Educational Objectives (PEOs) The Programme Educational Objectives of a program are the statements that describe the expected achievements of graduates in their career, and also in particular, what the graduates are expected to perform and achieve during the first few years after graduation. 6. Programme Specific Outcomes (PSO) Programme Specific Outcomes are what the students should be able to do at the time of graduation with reference to a specific discipline. Usually, there are two to four PSOs for a program.
6. Distance education/online education:	JSPMNTC institute is a nodal center for e-learning courses organized by NPTEL for various courses. More than 250+ students have got benefited from these courses. The Institute has a liaison with IIT Bombay and it is recognized as a nodal center (NCID-227) for V-Lab. This facility has been effectively used for conducting various courses practical in online mode during the pandemic. The Institute has the best utility of virtual laboratory among the institutes across India. During the pandemic, the system has adopted the change from classroom teaching to blended learning. Google Drive, Google Classrooms are effectively used for course conduction and evaluation process. Each course's contents are available on Google Classroom including the syllabus, PPTs, and notes. The assessments of the courses are done through online assignments, and quizzes. The MCQ tests are conducted using Moodle platform. Online sessions are conducted and recorded on Google Meet. Various student activities are conducted online using Google Meet. Massive open online courses (MOOCs), offering large-scale interactive participation and open access through the World Wide Web or other network technologies, are recent educational modes in distance education. E-learning has shown to be a useful educational tool. E-learning should be an interactive process with multiple learning modes for all learners at various levels of learning. The distance learning environment is an exciting place to learn new things, collaborate with others, and retain self-discipline. The institute encourages students to get certification for Massive Open Online Courses (MOOCs), like Udemy, Coursera, NPTEL, LinkedIn, Spoken Tutorial, IBM Skill Build, Distance learning IIRS-ISRO Outreach Programs, etc. The Institute

	uses online platforms like Google Classroom, Microsoft Teams, etc. for effective classroom teaching. The institute provides the e- earning material in the form of lecture notes, Videos, etc. are shared through Moodle platform.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes Electoral Literacy Club is established as per directives of Election Commission of India (ECI) with an aim to aware and ensure the participation of youth & future voters in voting. Majority of students are voters, and the college is best platform to make them aware and responsible. Voting is not only a fundamental democratic right of citizen but responsibility too. The Director is the Chair of the ELC and NSS Coordinator as the faculty coordinator.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, Electoral Literacy Club (ELC) have students' coordinator and coordinating faculty members appointed by the College. 1 Dr. M. M. Sardeshmukh Director Chairman 2 Dr. S.A. Chaudhari Dean Engineering Member 3 Prof. P.N.Patil Asst. Prof Civil Member Secretary 4 Mr. Dhruv Kalel Student MBA Student Coordinator 5 Mr. Dhanraj Katkar Student Mechanical Member 6 Mr. Prathmesh Sharma Student E&TC Member 7 Miss.Purvsha Khairnar Student CSE Member Objectives of ELC To create awareness about importance of voting and its impact To educate the new voters about voter registration, electoral process and related issues. To familiarize the voters about EVM To facilitate voter registration for its eligible members who are not yet registered To motivate the students to participate in the ELC activities. 8 Mr. Om Gaud Student Civil Member
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender,	The following are the Initiatives undertaken by the JSPM NTC Voters' pledge To create awareness about voting and its importance Expert talk to create awareness about voters' registration and registration process Awareness thorough social media platforms like Facebook Instagram pages of Institute

commercial sex workers, disabled persons, senior citizens, etc.	
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The Voters registration drive conducted in college for new registration Digital content to create awareness created
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Conduction of registration drive Help in voters registration

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1833	2119	2326	2206	2607

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

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

Response: 212

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
116	120	114	158	135

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
794.31	567.77	535.16	466.42	716.81

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Planning of the academic year is done by preparing an academic calendar with reference to the University calendar. The suggestions and corrective actions taken by Academic Monitoring Committee (AMC) during earlier academic years are also taken intoaccount. For effective delivery and transaction of the curriculum Institute takes initiative through laboratory preparation, faculty preparation and departmental preparation. During preparation it is ensured that the system will work as a student centric and outcome based education system. As per Training Need Analysis (TNA), required training is imparted to the faculty members well in advance so that they can practice the same. The workload distribution and portfolio allocation is declared well in advance. The consumables required for the laboratory are procured well in advance and record is maintained. Every faculty prepares a teaching-learning and assessment plan and course file for smooth execution of the teaching[1]learning process. The availability of all required teaching-learning material on Learning Management System (LMS) MOODLE is ensured well in advance. Sample Presentation of academic content in the department by the faculty members before commencement of the semester is arranged and feedback from attendees is provided to the concern to improve teaching quality.

Before Commencement of every year University display academic calendar for various programs so planning of the academic year is done by preparing an academic calendar with reference to the University calendar. Academic calendar prepared by institute is having detailed schedule of teaching-learning process, working days with holidays, date for internal as well as tentative dates for university exams, seminar and project review dates. Afterwards every department prepares departmental academic calendar which helps the faculty members to prepare and execute teaching-learning process, research activities. Departmental heads closely observe and supervise the progress of syllabus of respective department withy departmental academic coordinator. Academic Monitoring Committee (AMC) carries out a pre-semester commencement audit. As per schedule the academic commences and monitored by AMC, HOD, Dean and Director throughout the semester. Necessary actions such as conduction of extra lectures taken based on the need of time.

File Description	Document
Upload Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 62

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)

1.2.2

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

Response: 39.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
739	836	810	972	1021

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

The university-prescribed curriculum is comprehensive and effectively tackles cross-cutting concerns. The department also maintains the effective equilibrium of all elements, which will facilitate the growth of pupils as responsible citizens. The university syllabus comprises many necessary audit courses that emphasize the development of soft skills, environmental studies, energy conservation, human behavior, and emotional intelligence. Each department makes dedicated efforts to enhance the curriculum by incorporating co-curricular and extra-curricular activities that focus on Environmental Sustainability, Gender, Professional Ethics, and Human Values. The institute organizes a range of activities such as induction and orientation programs, as well as counseling sessions to empower women. Students are also encouraged to undertake projects that specifically tackle environmental challenges and promote energy conservation. Student innovation clubs conducted events and projects aimed at tackling agricultural challenges encountered by farmers. Audit courses increase students' comprehension of values and ethics. The environmental studies course is available in both the first and second year and has a specific focus on the environment and sustainable practices. The activities conducted in this course are diverse and centered around gender sensitization, ensuring equitable treatment and respect for all individuals. Students are assigned tasks related to environmental care, pollution reduction, and the banning of plastic. The courses "Humanity & Social Science," "Human Behavior," and "Cross Cultural Management and Global Leadership" specifically emphasize human values. It fosters the cultivation of a positive outlook towards people and the embracing of all facets of society. Principles of Professional Ethics and Etiquette Ethical Standards for Engineers The courses on Ethics and Values in IT and Indian Ethos & Business Ethics aim to cultivate a sense of Professional Ethics among students. This also fosters comprehensive development, encompassing both academic proficiency and expertise in their respective fields. Gender sensitization is a crucial factor for the holistic growth and development of individuals, enabling them to become more aware and empathetic members of society. The women cell organizes special seminars to tackle the issue. The organization also organizes expert seminars to educate individuals about health and hygiene, physical and mental fitness, and women empowerment. The institute is making attempts to combine cross-cutting concerns.

File Description	Document
Upload Additional information	[View Document](#)

1.3.2

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

Response: 45.28

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

Response: 830

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 50.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
346	331	349	341	477

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

2022-23	2021-22	2020-21	2019-20	2018-19
708	732	732	732	732

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 54.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
191	196	169	191	251

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

2022-23	2021-22	2020-21	2019-20	2018-19
354	366	366	366	366

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

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

Response: 15.8

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Student-centric methods like experiential learning, participative learning, and problem-solving methodologies are essential for enhancing learning experiences because they focus on active engagement, critical thinking, and practical application of knowledge. Apart from traditional class room teaching, institute focuses on innovative teaching learning pedagogies, where focus is more on learning.

1. **Experiential Learning:**

Students explored to small engineering problems through Project Based Learning and Mini Projects. Organizations of project competitions give the platform to the students to showcase their talent. The facilities like Industry Sponsored Labs and Self Learning Labs make the students geared up toward the learning on their own. Various initiatives like interdisciplinary projects, participation in competitions like Go-kart, Smart India Hackathon, Inter-institute and inter-university helps the student to prove them at National Level

1. **Participative Learning:**

Participative learning, often known as active learning or collaborative learning, is an educational strategy that stresses active interaction and collaboration between students. The flip classroom, group discussion, role plays like techniques are used in teaching to make the learning enjoyable and stress free. Students solve the group assignments and group task to learn from their peers.

1. **Interactive Learning:**

It is a hands-on approach to help students become more engaged. This helps to strengthen student's problem solving and critical thinking skills. Faculty implement this strategy using following techniques: 1. Question & answer session at the end of every lesson. 2.Student presentation on a given topic. 3.Moodle -interactive videos with questions & answers. 4.Batch wise tutorial sessions /assignments for personal involvement of the learner in problem solving or analysis 5. Batch wise student's interaction & lab experiments conduction after the guidelines by faculty etc.

4.**Independent Learning:**

In independent Learning students learn by accessing remote resources as well as by utilization of facilities provided by institute. This inculcates self-learning capabilities in students. Following are the examples of self-learning facilities are provided to the students: 1.Moodle platform (Notes, PPT, Interactive videos, Quizzes, Books in soft copy, reference papers, links etc.) 2.Central library of the institute (text book section, reference section, e-learning section, journals, papers & study room) 3.Virtual laboratories available online by renowned institutes & research centers. 4.NPTEL courses through local chapter etc.

Use of ICT Tools:

Integrating ICT (Information and Communication Technology) tools enhances student-centric learning experiences by providing access to a wide range of resources, interactive learning platforms, and collaborative tools. ICT tools can facilitate experiential learning through virtual simulations, enable participative learning through online discussions and collaborative projects, and support problem-solving methodologies through access to vast information resources and analytical tools.

In order to make the process of learning effective, faculty use innovative teaching methods, which is a combination of the traditional lecture method along with the use of other digital tools and methods. Innovative teaching-learning methods are listed below

1.Quiz 2. Cross word 3. Puzzles 4. Models 5. Simulations 6 Flip Classroom 7. Role Play. 8.Think Pair and share(TPS) 9. Crossover learning (visit to museum, industrial visit, filed visit).

File Description	Document
Upload Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
116	120	114	158	135

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 15.55

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
16	19	19	26	20

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The Teaching-Learning-Assesment (TLA) plan prepared by every subject teacher is made avilable to all the students on moodle before start of every semester. The internal assesment is done in two different ways

1. Formative Assesment : Students solve the regular assignment given by the teacher on regular basis also completes the practical writeup. The assignments and journal checked regularly. The students evaluation done by asking few questions on the topic and grade/ mark entered in to the Contineous Assesment Sheet (CAS). The termwork marks are awarded based on CAS.

2. Summative Aassesment: The Unit Test and Prelim examination is conducted in each semster. The predictive result analysis done based on the performance of Unit Test and Prelim Exam and necessary steps taken for the improvement. The marks obtained in internal exams displayed on the noteice board also shared with the parents.

To handle the examination related problems and grivences a committee is constituted in the chairmanship of CEO and the menbers from all the departments (Departmental Exam Coordinator). For any college level problem students can approach to the departmental exam coordinator for the solution. If issue is related to univrsity the CEO communicates it to the university for redressel and status is updated to student.

File Description	Document
Upload Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

All the programmes offered by the institute have well-defined Program Outcomes (POs) and Course Outcomes (COs), which are displayed on the institution's website. Dissemination of the institute's vision and mission along with the POs and COs among the various stakeholders is carried out comprehensively in the following ways:

- CO mentioned as a part of the syllabus for all semesters of study.
- The teaching-learning materials for teachers as well as for the students are aligned with COs
- Appropriate sensitization of students, teachers, and other stakeholders regarding POs and COs through lectures, principal's address, Interactions, notice board, printed material, website etc.

The institute endeavours to address the principles of Outcome Based Education through all its activities and processes. Every lesson plan of a course, or laboratory experiment is mapped to the CO of the respective course. The assessment tools such as assignments, unit tests, and preliminary examination have questions mapped to the CO. Course End Surveys are taken by the instructor to identify students' response and self assessment about the COs.

There is appropriate stress given to integrating the POs for a programme. Apart from the course delivery, a variety of other student centric activities such as industrial visits, guest lectures, internships, hackathons, technical festivals etc. are planned and executed within the OBE framework addressing the POs of the Programme.

To ensure proper dissemination of the principles of OBE, apart from the traditional sources of college website, course materials, as already mentioned, special faculty development programmes are routinely organized. The institute has a systematic outcome evaluation framework in place as explained in the OBE handbook (attached) developed for the institute alongwith an administrative setup for implementing the OBE policy.

File Description	Document
Upload Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institute follows a systematic framework for evaluating the attainment of Course and Program Outcomes. This includes various tools used at appropriate frequency, quality checks on the tools used, methods to ascertain the attainment of every student at the same time the attainment of the class with respect to Course Outcomes. Programme Outcomes are then evaluated for a particular batch integrating additional tools for the same.

Attainment of Course Outcomes

Course Outcomes are mapped with Program Outcomes and are measured by using a detailed evaluation scheme devised by course coordinator at the beginning of the semester. The tools for CO assessment can be classified as internal tools viz. Assignments, Unit Tests, Prelim Exam, Lab Assessment etc. which form the part of Continuous Internal Evaluation and external tools such as University Examinations, Viva/Oral Exam, Practical Exam, Project Assessment which form a part of Semester End Evaluation.

The programmes use various assessment tools following guidelines from UGC, AICTE and include assessment based on revised Bloom's taxonomy. The institute encourages use of a variety of assessment tools such as theory assignment, MCQs, class test, unit test, Preliminary examination, Vivas, practical examination, project assessment,etc. These assessment tools evaluate the performance of the class for various Course Outcomes.

Relevant thresholds are defined for each type of tool. The percentage of the students crossing the threshold is considered as the percentage attainment of given CO.

Additionally the programmes make use of indirect tools such as course end survey, feedback from graduates, employers, student feedback on extra curricular activities etc. for the evaluation of outcomes.

Attached document has flow charts that illustrate strategic approach for assessment of attainment of program outcomes, and course outcomes.

Attainment of Programme Outcomes

The Programme Outcomes represent the ultimate level of abilities that are desired in the graduate of a programme. The institute utilizes the attainment of POs and their continuous tracking as a benchmark for ascertaining the quality of education provided.

Direct PO Attainment is evaluated through the Course Outcomes for all the courses throughout the programme. Since every course is mapped to the POs in the CO-PO Articulation Matrix, the attainment percentages of the respective COs are multiplied with the matrix and PO Attainment is evaluated. This PO Attainment, obtained directly through the administration of the courses spread over the entire length of the course forms the direct PO Attainment.

Additionally, other indirect tools such as employer survey, programme exit survey are used. These surveys have questions mapped to the POs and the responses represent a feedback of the stakeholders on their self assessment of the outcomes of the programme attained.

Direct PO Attainment carries a weightage of 80% and indirect PO attainment is assigned 20% weightage.

The final PO Attainment then evaluated is analysed and further actions are planned accordingly highlighting a system of continuous improvement in quality of education through systematic feedback.

File Description	Document
Upload Additional information	[View Document](#)

2.6.3

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

Response: 90.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
508	701	817	745	685

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

2022-23	2021-22	2020-21	2019-20	2018-19
629	795	840	755	782

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.42

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Online student satisfaction survey regarding teaching learning process

Response: 3.42

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 30.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1.04	3.06	13.95	12.25

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness   about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

JSPM Narhe Technical Campus has established a vibrant ecosystem for fostering innovation and facilitating the creation and transfer of knowledge. Here are some key initiatives undertaken by the institution in this regard:

Incubation Center: The institution has set up an incubation center to nurture entrepreneurial ventures and innovative startups. This center provides infrastructure, mentorship, funding support, and networking opportunities to budding entrepreneurs, enabling them to transform their ideas into viable businesses.

Research and Development (R&D) Hub: The institution allocates resources and encourages faculty members and students to engage in research and development activities across various disciplines. This includes conducting research projects, publishing papers in reputed journals, and filing patents for innovative technologies.

Industry-Academia Collaboration: Collaborative partnerships are forged with industry partners to exchange knowledge, share resources, and collaborate on research and development projects. These partnerships often result in joint initiatives, internships, sponsored projects, and guest lectures by industry experts, enriching the learning experience for students and faculty members.

Innovation Challenges and Competitions: The institution organizes innovation challenges, hackathons, and competitions to stimulate creativity, problem-solving skills, and entrepreneurial mindset among students. These events provide a platform for students to showcase their innovative ideas and receive recognition and support for their projects.

Technology Workshops and Training Programs: Regular workshops, seminars, and training programs are conducted to impart technical skills, knowledge, and tools relevant to emerging technologies and industry trends. This ensures that students and faculty members are equipped with the latest know-how and are prepared to contribute to innovation-driven initiatives.

Entrepreneurship Development Programs: The institution offers entrepreneurship development programs and courses that provide students with essential knowledge, skills, and guidance to start and manage their own ventures. These programs cover various aspects of entrepreneurship, including business planning, finance, marketing, and networking.

Knowledge Sharing Platforms: Online platforms, conferences, seminars, and symposiums are organized to facilitate knowledge sharing and dissemination among students, faculty members, researchers, and industry professionals. These platforms serve as forums for exchanging ideas, showcasing research findings, and promoting collaboration and networking opportunities.

Indian Knowledge System: Each engineering department hosts a lab-as-museum featuring historical to modern equipment, showcasing the evolution of technology in mechanical, computer, civil, electronics and telecommunication engineering. This initiative aims to educate, inspire, and preserve engineering heritage for students and faculty.

By fostering a culture of innovation, entrepreneurship, and knowledge sharing, JSPM Narhe Technical Campus has created an environment where students, faculty members, and industry partners collaborate to drive meaningful impact and contribute to societal development.

File Description	Document
Upload Additional information	[View Document](#)

3.2.2

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

Response: 41

3.2.2.1 **Total number of workshops/seminars/conferences including programs conducted on**

Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
10	6	7	8	10

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	65	9	80	71

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3.2

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

Response: 0.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	6	5	5	4

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Extension activities at JSPM Narhe Technical Campus in Pune over the last five years have been instrumental in fostering students' holistic development and raising awareness about social issues in the community. Here are some examples of the activities and their impact:

Community Cleanliness Drives: Organizing regular clean-up campaigns in nearby areas to promote cleanliness and hygiene. This not only beautifies the surroundings but also instills a sense of responsibility and environmental consciousness among students.

Health Awareness Camps: Conducting health camps in collaboration with local healthcare organizations to provide free medical check-ups, consultations, and awareness sessions on topics such as hygiene, sanitation, and disease prevention.

Educational Initiatives: Running tutoring programs or conducting workshops in nearby schools or community centers to support underprivileged children in their education. This helps in bridging the educational gap and promoting literacy in the community.

Skill Development Workshops: Arranging skill development workshops such as computer literacy, vocational training, and soft skills development for the youth in the neighbourhood. These workshops empower individuals with valuable skills for employment and personal growth.

Community Engagement Events: Hosting events like cultural fairs, sports tournaments, and festivals where students actively engage with the local community. These events promote social cohesion, intercultural exchange, and mutual understanding among participants.

Collaborative Projects: Partnering with local non-profit organizations to carry out community development projects addressing specific needs such as infrastructure improvement, healthcare access, or education support. These collaborations leverage resources and expertise to create sustainable impact in the community.

Environmental Conservation Projects: Undertaking initiatives like tree plantation drives, waste management projects, and campaigns to promote sustainable practices. This contributes to environmental conservation and fosters a sense of environmental stewardship among students and community members.

Awareness Programs on Social Issues: Organizing seminars, rallies, and awareness campaigns on various social issues such as gender equality, substance abuse, mental health, and environmental sustainability. These activities help in challenging societal norms, promoting inclusivity, and fostering empathy among participants.

These extension activities not only contribute to the holistic development of students but also have a significant positive impact on the surrounding community by addressing social issues and fostering positive change.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

For JSPM Narhe Technical Campus, located in Pune, India, here are some potential awards and recognition they could receive for their extension activities.

- **Certificate of Appreciation:** Certificate of appreciation is presented by Various Blood Banks for organizing Blood Donation Camp and health checkup camp frequently.
- **Certificate of Appreciation:** A certificate of appreciation is presented for taking part in MERI MAATI MERA DESH PROGRAMME by Ministry of Youth Affairs and Sports and Ministry of Culture.
- **Appreciation letter for Young Inspirators Network (YIN) -** YIN team of the institute

organizes various social events such as orphanage visit, Summer Youth Summit etc. in association with YIN network.

- **Appreciation Certificate for Ecofriendly Ganesh Utsav by Pune Municipal Corporation-** Every year institute celebrates Ganesh festival to promote universal values and institute has received an Appreciation Certificate for Ecofriendly Ganesh Utsav by PMC for using Ecofriendly approach.
- **Certificate of Recognition:** A certificate of Recognition is presented by Elets Technomedia Pvt. Ltd. in Education Innovation Summit for outstanding Leader in Higher Education.
- **Letter of Appreciation:** A letter of appreciation is issued by Friends Union for Energising Lives (FUEL) for organization's efforts in nurturing youth or our country to acquire aptitude and future skills.
- **Recognition by Government body**: Our students developed projects to address Indian railway issues and certified by the railway authority. The student analysed and/or developed project to solve various issue of Indian railways which are appreciated by the authority of Railway.

File Description	Document
Upload Additional information	[View Document](#)

3.4.3

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

Response: 41

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	2	20	12

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)

3.5 Collaboration

3.5.1

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

Response: 23

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

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

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

File Description	Document
Upload Additional information	[View Document](#)

4.1.2

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

Response: 5.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
54.37	38.80	36.62	11.97	13.05

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

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Our institution is managing the day to day library transactions with Integrated Library Management System (ILMS). The library is automated using "KOHA" a cloud based library software. Implemented barcode technology in the library for books and borrowers card. Following are the details of ILMS:

Name of ILMS software - Koha

Nature of automation (fully or partially) - Fully

The Library is enriched with 17363 Volume and 2877 titles. 10000+ eBooks are available in the digital library. Students can take benefit of 91 printed journals and 350+ e journals through ProQuest Database. This database having large collection of thesis audio and video content. The AC reading room with capacity of 180 is made available to the student.

File Description	Document
Upload Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The Institute has a dedicated System Administration cell to take care of hardware and internet connectivity, software installation, creating new software and their maintenance. System Administrator with his team is taking care of all the Planning, Designing, Product Evaluation, and Implementation work, along with the renovation of the old network infrastructure. Institute has internet security mechanism with cyberoam firewall software. Institute have dedicated servers for Learning Management System (LMS) like moodle. The institute developed online ticketing system for system maintenance. The Lab I/C or Lab Assistant can generate a ticket for any of the problems related to system maintenance or internet connectivity. The team fix the issue and tickets are closed.

The institute is connected with Tata teleglobal Lease line of 500 Mbps for the internet connectivity. Adequate wifi routers are installed throughout the campus for seamless connectivity.

The systems are continuously updated as per the requirement of the syllabus and need of time.

File Description	Document
Upload Additional information	[View Document](#)

4.3.2

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

Response: 2.81

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

Response: 652

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 47.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
401.39	265.35	272.45	172.86	345.91

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 80.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
1486	1680	1713	1829	2172

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

> 1. *Soft skills*
> 2. *Language and communication skills*
> 3. *Life skills (Yoga, physical fitness, health and hygiene)*
> 4. *ICT/computing skills*

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.3

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

Response: 48.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
761	524	1932	1633	574

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)

5.2 Student Progression

5.2.1

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

Response: 61.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
341	462	457	412	436

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

2022-23	2021-22	2020-21	2019-20	2018-19
503	701	821	745	685

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	[View Document](#)
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.2.2

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

Response: 0.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	7	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 11

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	2	1	0	0

File Description	Document
Upload supporting document	[View Document]()
list and links to e-copies of award letters and certificates	[View Document]()
Institutional data in the prescribed format	[View Document]()

5.3.2

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

Response: 30.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	34	16	36	33

File Description	Document
Upload supporting document	[View Document]()
Institutional data in the prescribed format	[View Document]()

5.4 Alumni Engagement

5.4.1

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

Response:

The institute has a registered Alumni association numbered MH/1234/2017/Pune dated 28/08/2017. The Alumni association contributes actively to the welfare of the institute.

Activities:

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

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

- Many alumni assist the students through guest lectures, motivating the students by sharing their practical knowledge.
- Alumni meet provide a common platform for exchange of ideas and disseminating knowledge in professional areas.
- They guide the students to pursue higher studies.
- Few alumni extended assistance and cooperation to the institute in its endeavors for the growth and development of institute.
- Alumni Association has come forward to assist both in placement activities and quality improvement of both students and faculty members by concreting the relationship between industries and the institute.
- Alumni assist the student for the internship program.
- They also give the opportunity to work on live projects through sponsorship.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The College functions under JSPM trust and administered by Campus director and Director. The College ensures decentralized and participatory governance by involving all its stakeholders. The Director forms various committees and involves faculties and students based on their interest and competency. He shoulders various administrative responsibilities and appoints them as officials that include Deans, IQAC Co-coordinator, Controller of Examinations, Heads of various Departments, Office Superintendent and Coordinator of various cells. All these committees help for smooth conduction of academics and other activities of the institute. Each committee coordinator has opportunity to exercise his power and take decision. Governing Body (GB) and College Development Committee (CDC) guides and encourage to implement various Strategies and policies. The Regular meetings of GB, CDC and IQAC conducted for smooth functioning of the Institute. The sufficient membership is given to various stakeholders like teachers, students, parents, employers, AICTE/DTE/University nominees, academic experts etc. The institute is prepared for implementation of NEP as per the guidelines of the Savitribai Phule Pune University. Already the institute offers the elective subjects and audit cources as per students interest. Also Honours (Majors and Minors are offerd to the students in the emerging area such as Data Science, Artificial Intelligence and Machine Learning, Electrical Vehicles etc as per choice of the student.

File Description	Document
Upload Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The policy statements and action plans for fulfillment of the stated mission of the institute in terms of

- Various policies with respect to academic excellence, research and entrepreneurship are being

decided in the Governing body meeting which are conducted twice in a year. Stakeholder feedback, achievement of institute, proposal of various department and guideline from controlling body (AICTE, DTE, SPPU).

- The policy decision is taken in the Governing body are percolated to HOD and activity coordinators by principal in weekly meetings and accordingly time bound action plan is decided.
- HOD and coordinators executes the plan through faculty members by conducting departmental meetings.
- The problems in achieving the time limit given, are been discussed in the next departmental and principal meeting.
- The status of execution of the policy is reported back to the governing body in the next bi-annual meeting. Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan.

File Description	Document
Institutional perspective Plan and deployment documents on the website	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-

teaching staff and avenues for career development/progression

Response:

Performance Appraisal System:

The institute has transparent performance appraisal system for the staff to evaluation. Institute adheres to UGC/GOI/State Govt. policies on performance appraisal based on roster considering gender sensitivity, equity; physically disabilities while recruitment of faculty members. Institute has self, peer group and administrator appraisal system, which implement to evaluate and ensure the information of multiple activities.

In self-appraisal academic performance, performance as guardian faculty member, self-development, student feedback, result and student attendance are mainly considered. HOD/reporting officer considers willingness to take responsibilities in new area of work, contribution in co-curricular/ extracurricular / extension activities, participation/organization of workshop /lectures, ability to inspire and motivate students, supervisory ability is mainly focused. In Director Appraisal Recommended/ Not recommended for annual increment / promotion for the next grade is decided on the basis of self and peer group appraisal.

In appraisal, due importance is given to all curricular /co-curricular /extracurricular activities. The concerned administrator gives his remark on the performance of the faculty through formative evaluation. Based on this performance appraisal, the faculty is awarded with appreciation and additional motivation for further improvement in their performance.

Faculty Welfare Measure:

The following schemes/ policies implemented for the staff

Group insurance scheme for teaching and non-teaching staff.

Summer/Winter Vacation

Various leaves like casual leave, medical leave, on duty leave

Maternity leave for lady staff.

Employee Provident Fund for staff.

Loan facility   through Jaywant Multistate Cooperative Society.

Ambulance service is available in campus.

Institute provides uniform to non-teaching staff.

Institute provides residence to non-teaching staff

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 24.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	33	12	49	39

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document

6.3.3

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

Response: 60.68

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

2022-23	2021-22	2020-21	2019-20	2018-19
82	86	92	107	96

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	28	0	37	25

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Fund Mobilization:

The fund mobilization is done through student Fees collection, JSPM trust, government grants and scholarships, and sponsorships for infrastructure development and conducting co-curricular activities. The Top Management has a well-defined procedure to monitor effective and efficient utilization of available resources for infrastructure development and teaching learning process. All the major financial transactions are monitored by the Campus Director and approved by the President. Institute has also a well-defined policy for handling the available financial resources. In the beginning of every academic year, the budget is prepared by various departments and sections in the prescribed format as per the circular issued by the Director. Budget for the departments is prepared by concerned HODs, in

consultation with the department laboratory in-charges and concerned faculty. Accordingly, all the administrative and academic heads are requested to submit the budget required for the subsequent financial year. Along with this all coordinators of different cells viz., R& D Cell, Exam Cell, T&P Cell, NSS Cell, EDC Cell etc. are instructed to submit their budget to Director. Before preparation of budget all heads of department do consultation with their laboratory in-charges considering following factors during allocation of funds.

Audits

The institute has developed and adopted a transparent mechanism for budgetary preparation, provisioning and auditing leading to effective utilization of resources. The institute has mechanisms for internal and external audit.

1. We have our own internal audit mechanisms where internal audit is an ongoing continuous process in addition to the external auditors to verify and certify the entire income and expenditure of the institute each year.

2. Qualified external auditors from external resources have been permanently appointed and a team of staff under them do a thorough check and verification of all vouchers of the transactions that are carried out in each financial year. Likewise, external audit is also carried out in an intricate structured way on quarterly basis.

3. The institute accounts are audited regularly by internal and statuary audits. So far there have been no major findings/ objections. Minor fallacies of lacuna and oversight when pointed out by the audit team are immediately corrected / recruited and precautionary steps are taken to avoid recurrence of such errors in future.

File Description	Document
Upload Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

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

below:

1.Laboratory Enhancement: In order to have enhanced laboratory facilities, IQAC has initiated "Laboratory Enhancement Scheme" with the aim of ensuring well equipped and well maintained instruments to facilitate student's practical skill development.

2. 360-degree feedback system: IQAC, while developing strategies for quality enhancement, had a requirement to know about the impact of various policies followed in the institute and response from various stakeholders. To satisfy this goal, IQAC had developed a system of getting multiple feedbacks for taking the decision in the right perspective.

3. Parent Teachers meetings are conducted to inform academic performance, to provide and derive constructive suggestions, to enhance student abilities and the overall performance.

4. Training and Placement cell gives feedback and suggestions to heads of department for student performance improvement, understanding training needs of students, conducting such trainings and thereby improve the placement percentage. Institute considers all stake holder's feedback while planning the activities.

5. Development of a keen attendance monitoring system and implementation of Guardian Faculty Member scheme

6. Encouraging faculties and non-teaching staff for their self-development by acquiring higher qualification and attending the FDP/STTP/Training Programs etc.

7. Organization of various events and competitions for students and faculties

The regular meetings of IQAC conducted to ensure the implementation of the policies decided.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The institute has strategy to guarantee a protected and healthy climate for girls and a few measures and drives have been embraced to advance orientation value and strengthening of women. The institute has framed Women grievance Cell which take care of the young girl's security and wellbeing. The CCTV Cameras and safety officers are accommodated the wellbeing of young girls in the campus. It has coordinated different projects and occasions for the attention to girl's wellbeing and security. Institute conducts awareness programs for gender sensitization among students through different cells, such as Anti-Sexual Harassment, Women's Grievance Cell, and Anti-Ragging Cell.2.Awareness Programs are conducted to prevent sexual harassment within the campus. Members of sexual harassment prevention committees, take care of any misbehaviour of students on the Institute campus.

Institute has planned the visit of Ladies faculty to girl's hostels frequently to discuss about their stay in campus and discuss about their issues. Under Women's development cell, Women's day on 8th March of every year is celebrating. All facilities such as Common Girls' room, Grievance Cell, Ladies Hostels, Security Guards, CCTV surveillance are provided for their safety and security. The Institute celebrates 15th August, 26th January and all other National commemorative days.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.4

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

Response:

The institute puts forth colossal attempts to give important help to students to obtain significant experience for learning at the campus and to work with all-encompassing turn of events and movement. It provides all the important information to the students through prospectus and the college website. Institute has a well-structured Guardian Faculty Member (GFM) system in the campus for guidance and counselling of the students. The institute perceives very well that training is a powerful cycle that reinforces the students to utilize their ability to make the world a superior spot to live in. It works as per the rules gave by the state government and the commission pace of institute training for it. It attempts to accomplish different objectives that mirror its vision and mission. The Director and faculty play conclusive and significant role in plan and execution of its quality approach and plans. Efforts are made by the institute to prepare initiative at different levels. The director delegates authority to the various conveners of committees and faculty to work towards.

File Description	Document
Upload Additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Best Practice I: Learning through Competition

1. Introduction:

With the vision of enhancing credentials and skills, the Institute strives to imbibe soft skill development for the students. Priority is given to major skills such as: leadership, marketing, time management, team building and teamwork. This is done with the purpose of bridging the gap between the syllabus and market requirements.

2. Objectives:

- Boosting entrepreneurial mindset and qualities.

- Improving decision making ability.

- Creating a problem solving mindset.

- Enhancing team building activities.

- Improving leadership quality and management skills.

- Revamping manufacturing skills of students.

- Boosting purchasing and costing capabilities.

- To identify the appropriate tools for various operations.

- To select appropriate manufacturing process.

- To add-on marketing skills.

3. Context:

JSPM NTC is dedicated to providing quality education and bridging the gap between theoretical and practical knowledge. It offers a unique platform for students to develop entrepreneurial, leadership, project management, and multidisciplinary skills. The institute also provides a global platform for students to participate in national and international competitions like go-kart and supra. This helps students conceptualize, design, fabricate, and test prototypes, bridging the gap between theoretical and practical knowledge. Despite challenges such as time constraints and lack of machines, the teams of "Black Spanners" (Go-Kart) have consistently represented the institute in national level events since 2015. The institute provides financial assistance and resources to strengthen these activities, ensuring students are equipped with the necessary skills for success in these competitive environments.

4. The Practice:

Following students tech clubs are working in the institute to help the students to pick up the industry problem and formulate the solution and participate in the competitions

1 Team Black Spanner

2. Smart India Hackethon Club

3. Code club

4. Robo club

5. Innovation and Incubation Club

Team Black Spanner is formed by interviewing students to assess their technical skills and is divided into design, manufacturing, and documentation departments. Tasks are assigned based on departmental roles, and components are designed, analyzed, and manufactured. Materials are procured through vendor quotations for cost optimization. The chassis and other components are built, mounted, and rigorously tested, with improvements made based on results. The final Kart is prepared for national and international competitions. The Smart India Hackathon Club, Code Club, Design Club, and Innovation and Incubation Club provide students with opportunities in problem-solving, coding, design, and entrepreneurship through various activities and projects.

-

5. Evidence of Success:

At AIRC: Auto India Racing Championship for the previous year 2021-22 our team managed to get the 3rd runner-up position and have taken the success higher exponentially in 2022-23. The team has bagged the following awards:

1. First Prize in Overall Championship at AIRC: Auto India Racing Championship

2. Best Cost Report/ B-plan Award

3. Best Rider Award

4. 2nd Runner-up AutoCross

5. 2nd Runner-up Skidpad.

The students have improved in manufacturing, marketing, and vendor selection, showcasing their market readiness. Civil Engineering students won first prize and Rs. 21,000 at the Project Expo 2k24 at MIT-ADT School of Engineering and Sciences, Pune. Additionally, Electronics and Telecommunication students secured second place at TECKNOTHON 2K24, held at PVPIT, Bavdhan, Pune.

6. Problems Encountered and Resources required:

The project faced significant challenges in designing and analyzing components to comply with rule books, ensuring reliability, durability, and budget viability. The project demanded skilled faculty, high-end design software like ANSYS, and the installation of various machines and tools. Additionally, standard design data books and reference books were essential for the successful completion of the project.

7. Motivation: Go-Kart provides a platform for students to showcase their technical and managerial skills, gaining appreciation from various organizations and fostering a motivated team.

Best Practice II: Industry-Academia Partnership for the Professional Development of Students and Faculty

1. Introduction

For a college to have good placement status, it should have a great partnership with the top industries that will offer internships and job opportunities to the students while providing them with experience. Industry-academia partnerships are increasingly recognized as essential for promoting the innovation, bridging the gap between theoretical knowledge and practical application, and enhancing the overall development of students and faculty. In this context, implementing the industry-academia partnerships can significantly benefit the students, faculty, and industries.

2. Objectives

- To Enhance Relevance of Education.

- To Promote Research and Innovation.

- To Provide Real-World Experience.

- To Promote Lifelong Learning.

- To Strengthen Knowledge Exchange.

3. Context

Industry-academia partnerships are progressively recognized as important for promotion of innovations, bridging the gap between theoretical knowledge and practical applications, and augmenting the overall development of students and faculty. In this context, instigating the industry-academia partnerships can significantly benefit the students, faculty as well as industries.

4. The Practice

Under industry-academia partnerships, our institute ensures that academic programs and syllabi align with the current and future needs of industries. By collaborating with industry experts, we update relevant skills, technologies, and knowledge, enhancing our graduates' employability. We have established numerous MoUs with industries for the holistic development of students and faculty. Industry collaboration brings resources such as funding, equipment, and technology to the institute and provides access to subject matter experts for curriculum development, guest lectures, and mentorship programs.

In the third year, our students have better internship opportunities, leading to paid internships and job offers based on their performance and sincerity. Industry visits provide practical knowledge, and research funding from industry fosters a research culture, allowing students and faculty to develop new products.

5. Evidence of Success

Industry-academia partnerships facilitate interacting opportunities for students, and faculty. These collaborations can lead to internships, job placements, and sponsored projects, enhancing students' career prospects. Our students have secured jobs more quickly; receive higher salaries due to the relevance of their education to industry needs.

6. Problems Encountered and Resources Required

Industry associates and academic institutions may have the different priorities and timelines, which lead to conflicts in goals and expectations. Clear communication and mutual understanding of objectives are essential to address the challenges. It requires Regular meetings and workshops to bring into line the goals.

It requires dedicated funding sources for partnership activities, such as grants, sponsorships, or industry contributions.

7. Notes (Optional)

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

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

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

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

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

Some of Interactive Content Development Objects:

? Course Presentation

? Interactive Video

? Memory Game

? Flash Cards

? Image Pairing

? Image Sequencing

? Image Slider

? E-Book

? Time Lines

? Drag and Drop

? Fill in the Blanks

? Questionnaire

? Quiz

? Impressive Presentation

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

Facilities Available:-

Video Recording Studio

Video Editing Studio

Learning Management System For Dissemination of Content Developed

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

1. A 2-Days Workshop for Interactive Content Development

2. Aptitude and Reasoning Video Lecture Capturing and Content Development

3. Interactive Content Creation Workshop for First Year Engineering Courses

4. Video Lecture Creation done for all the subjects of Engineering, MBA and MCA and it is made available to the students in online mode. They can use it at anytime and from anywhere.

Out off many video's few video's are listed as shown below and these are made available on YouTube channel as well:

Sr.No.	Name of the Department	Video lecture links
1	First Year Department	https://youtu.be/OMWGuwfWGlc

		https://youtu.be/mzzc6iCS5r4
		https://youtu.be/pjeS0h-MIFE
2	Computer Science	https://youtu.be/ge68qH1aKBc
		https://youtu.be/ge68qH1aKBc
3	Civil Engineering	https://youtu.be/RJpD0cnDzlc
		https://youtu.be/zj-WjIy0PXY
4	Mechanical Engineering	https://youtu.be/i7qYtvJvoNA
		https://youtu.be/XQZSy7yy1vQ
		https://youtu.be/HTrncBsd8oY
		https://youtu.be/W6jpbijvSHM
		https://youtu.be/1t4pUqjKC6o
		https://youtu.be/zf0KrlO7qyg
5	Electronics and Telecommunication	https://youtu.be/BTAfuvJXddQ
		https://youtu.be/kFHgbNgYZUg
6	MCA	https://youtu.be/AnwYxsdLmgs
		https://youtu.be/2SK64edFcws
7	MBA	https://youtu.be/Y6feldYavJU
		https://youtu.be/IXKDOcDA_g0

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

Subject Coordinator

a) Adoption of UGC model curriculum for UG course.

b) Subject Mapping -Overview on Papers/Topics/Modules.

c) Identification of Subject Experts and allotment of Papers/Topics/Modules.

d) Vetting of Academic Script provided by Subject Expert.

e) Review of Modules, Coordination with Subject Expert for the completion of assigned modules.

Subject Experts

a) Participation in orientation workshops.

b) Finalisation of Papers/Topics/Modules in consultation with subject coordinator.

c) Preparation of Instructional design and strategies for e-content production.

d) Providing module-wise Academic Script along with other elements of the e-template such as Module Mapping, Objectives, Summary, Downloadable Text, Case studies, FAQ's, Assignments, Quiz, Tutorial, References, Glossary, and Web References etc.

e) On camera presentation (Audio/Video recording).

f) Be a Team member for Preview of Modules.

Producer/Production Assistant

a) Brief the subject experts regarding various aspects of production.

b) Develop audio/visual format of the academic scripts provided by the subject experts after verification by the Subject Coordinators.

c) Incorporate illustrations such as Animation, Graphics, text slides and charts as per the requirement of the subject.

d) Audio/Video Recording.

e) Mastering of programme along with video editing.

f) PDR and quality preview.

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

Studio Operation Team

a) Studio recording of Video Programmes.

b) Cameraman – Lighting and Camera operation.

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

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

Animation/Graphics Artist

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

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

Editors

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

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

Assistant Computer Programmer (Flash Integration)

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

b) Validation on multiple platforms for compatibility.

c) Recording on DVD/Hard Disk.

Quality Assurance Team

Members:-

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

One Subject Expert other than content developer.

Responsibilities:-

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

The DCD Team

a) PI and Co-PI's:-

• Co-ordination and monitoring by PI and Co-PI.

• Monitoring of programme through monthly and quarterly progress reports.

b) Library:-

• Receipt of deliverables by DCD Library.

• Meta-tagging of e-content along with Multimedia Unit.

c) Software Unit:-

• 2nd stage preview of video elements.

• Minor correction at DCD. Returning back to Media Centres for any major correction /reproduction if rejected.

• Final acceptance/ certification and validation by software unit.

d) Multimedia:-

• Meta-tagging of e-content

• Uploading on web portals.

Software Used In Digital Content Development:-

1. Adobe Creative Cloud- Educational

2. Techsmith Camtasia® Education

3.Prism Video Format Converter Plus MPEG2 Edition

4. Wondershare Video Convertor Ultimate

5. Raptivity Suite + Linker+ Bonus + Power Point Plug In

6. H5P

7. MOODLE- Learning Management System

Equipments/ Hardware Used in Digital Content Development:-

1. Sony PXW- Z150 Camcorder

2. Canon 750D Digital Camera

3. Computer- Windows 10 With 32GB RAM 1TB HDD

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

The college received accreditation from NAAC with a B++ rating in 2019. The institute has derived significant advantages from the accreditation by NAAC a in terms of implementing the curriculum more efficiently, including student-centric activities and techniques, and focusing on outcome-based education. This also helped the institute to increase the institute industry relations. We have placed good number of mechanical engineering students in the core companies. The accreditation of the institute has facilitated the execution of NEP-2020.

Concluding Remarks :

The institute is affiliated with Savitribai Phule Pune University (SPPU) accredited by NAAC at the "A+" level.

Effective curricular implementation, transaction, and delivery is by adopting innovative, blended pedagogic methods. Student-centric methods emphasizing skill, experiential, and reflective learning are integrated with courses on fieldwork, project work, and internships.

Under the supervision of the Head of the institute and HODs, class teachers, and subject teachers implement interactive, collaborative, experiential, problem-based, ICT-enabled, and blended learning to establish a

Competitive, transparent, and approachable environment for students. The institute's mentorship programme promotes intellectual, social, psychological, and personal growth.

The institute provides effective student support systems and schemes for academic, professional, and personal advancement by using ICT tools and online resources.

The institute's effective Research and Development policy and facilities have resulted in indexed Publications with high-impact factors, patents, and awards

The institute has a good relationship with the industry. Which helps to improve the placements. The active Training and Placement cell places students in fields of interest/choice, and career counseling has led to progression in national and international universities. Student activities are vibrant and impactful for holistic development.

The IQAC with all stakeholders is involved in effective policy and decision-making, augmenting institutional quality growth. Gender empowerment strategies, environmental sustainability methods, emphasis on code of conduct, and inclusiveness.

The accreditation of the institute has facilitated the execution of NEP-2020.