



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution		GURU NANAK INSTITUTE OF TECHNOLOGY
• Name of the Head of the institution		Dr. Sudhir N Shelke
• Designation		Principal
• Does the institution function from its own campus?		Yes
• Phone no./Alternate phone no.		07118661450
• Mobile no		9765556956
• Registered e-mail		gni.principalgnit@gmail.com
• Alternate e-mail		sudhirshelke1976@gmail.com
• Address		Guru Nanak Institute of Technology (Formerly known as Guru Nanak Institute of Engineering and Management) Khasara No. 95
• City/Town		Mouza Dahegaon, Kalmeshwar road Nagpur
• State/UT		Maharashtra
• Pin Code		441501
2.Institutional status		
• Affiliated /Constituent		Affiliated
• Type of Institution		Co-education

• Location	Semi-Urban				
• Financial Status	Self-financing				
• Name of the Affiliating University	Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur				
• Name of the IQAC Coordinator	Mr. Raju A Bondre				
• Phone No.	07118661400				
• Alternate phone No.	07118661400				
• Mobile	9503911965				
• IQAC e-mail address	rajubondre15@gmail.com				
• Alternate Email address	rao.geetanjali@gmail.com				
3.Website address (Web link of the AQAR (Previous Academic Year)	https://gnitedu.com/assets/NAAC/AQAR_19-20.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://gnitedu.com/assets/NAAC/update_25_3_22/Accademic_Calender_20-21.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.21	2018	30/11/2018	29/11/2023
6.Date of Establishment of IQAC		08/08/2016			
7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,					
Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount	
NIL	NIL	NIL	Nil	NIL	
8.Whether composition of IQAC as per latest		Yes			

NAAC guidelines	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File
9.No. of IQAC meetings held during the year	3
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes
<ul style="list-style-type: none"> • If No, please upload the minutes of the meeting(s) and Action Taken Report 	No File Uploaded
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
<ul style="list-style-type: none"> • If yes, mention the amount 	
11.Significant contributions made by IQAC during the current year (maximum five bullets)	
Monthly activities collected from the departments to monitor and improve the performance.	
Departmental IQA committees were initiated.	
Meetings with faculty members are initiated to formulate the action plan. The implementations are reviewed in the subsequent meetings.	
Monitor and ensure the quality of student's activities, departmental and staff member activities for timely, competent and progressive performance of academic duty.	
Encourage Staff members to Industry Institute interaction for applying consultancy, Research Work, industrial projects.	
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year	

Plan of Action	Achievements/Outcomes
To collect feedback from students on quality parameters related to curriculum, teaching learning and evaluation process	The feedback of each departmental students after completion of odd & even semester examinations are collected and examined. The finalized reports were sent to the Head of department for discussing and improve the results with the teachers.
To conduct regular IQAC meetings.	Four IQAC meetings were conducted as per schedule dates.
To collect feedback from parents, employee and alumni	The Feedback were collected on sample basis and examined. The consolidated report was placed before the management for effective implementation of the suggestions received from them.
To conduct quality awareness campaign	The IQAC has conducted quarterly meetings under the chairmanship of the Principal. The detailed plans and programmes were formulated for quality awareness.
To celebrate Teacher's Day - (Rewards system)	Teacher's Day was celebrated on 05/09/2019 and rewards were given to Best Teacher, Best Department, Best HoD, Best class etc.
Minimizing environmental degradation	To decrease use of paper and plastic, The proper drafting and optimization of stationary required. Tree plantation, Optimization of existing infrastructure etc.
Academically weak student Activity.	Academically weak students were find out from their performance in the Internal examination. The remedial classes were conducted for these students. With remedial classes, the better

	understanding of the subject knowledge and improved performance of these students were achieved.
Mandatory Internship for final year students.	The Internship program for final year students help to gain Industrial Exposure in their respective domain/ branch along with work experience, which will be very beneficial for their professional Endeavour.
Development Programmes	Orientation programmes for faculties on teaching and research methodology. Counseling session for students. Participation in workshop, conferences, seminars and STTP by faculties to improves their teaching skill and Profile.
Fulfilling social responsibilities	Remedial Class for weaker students in English language, Maths, Physics for 1st year students. Books, clothes, food, medicine donation camps to slum dwelling children under NSS and Rotaract activity.
Participation from stakeholders	Alumni meetings continuously arranged, Annual alumni meet organized to improve wholesome education and development. Principal of the institute continuously interacts with the students to discuss various aspects.
Academic Audit	Academic audits (Self-Departmental Academic Audit and Internal Audit) conducted at the end of each semester session. In self departmental academic audit a committee of departmental faculties was formed and audit was carried out. In Internal

	Audit a committee at central level was formed and all the departments were audited. Which results in enhanced the teaching learning processes including assessment and evaluation.
Skill enhancement programs in each semester.	The skill enhancement/enrichment programmes for students were well planned and executed by the departments apart from regular academic teaching. It has inculcated/ improved/enhanced the desired technical skills of the students.
To celebrate different days.	Days like Science Day, , World Health Day, Teachers Day, Women's Day, Youth Day and World Environment Day were successfully organised.
13.Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name	Date of meeting(s)
Local Management Committee	27/12/2021
14.Whether institutional data submitted to AISHE	
Year	Date of Submission
2020-21	23/02/2022

Extended Profile

1.Programme

1.1

220

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

File Description	Documents
Data Template	View File

2.Student

2.1 772

Number of students during the year

File Description	Documents
Institutional Data in Prescribed Format	View File

2.2 174

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

File Description	Documents
Data Template	View File

2.3 296

Number of outgoing/ final year students during the year

File Description	Documents
Data Template	View File

3.Academic

3.1 68

Number of full time teachers during the year

File Description	Documents
Data Template	View File

3.2 68

Number of sanctioned posts during the year

Extended Profile

1.Programme

1.1	220
Number of courses offered by the institution across all programs during the year	

File Description	Documents
Data Template	View File

2.Student

2.1	772
Number of students during the year	

File Description	Documents
Institutional Data in Prescribed Format	View File

2.2	174
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	

File Description	Documents
Data Template	View File

2.3	296
Number of outgoing/ final year students during the year	

File Description	Documents
Data Template	View File

3.Academic

3.1	68
Number of full time teachers during the year	

File Description	Documents
Data Template	View File

3.2	68
Number of sanctioned posts during the year	

File Description	Documents
Data Template	View File

4. Institution

4.1	29
Total number of Classrooms and Seminar halls	
4.2	212.96
Total expenditure excluding salary during the year (INR in lakhs)	
4.3	245
Total number of computers on campus for academic purposes	

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

- The college being affiliated to RTMNU, Nagpur strictly adheres to the curriculum, regulations and follows the syllabus of each course in each Programme framed by affiliating University.
- In the beginning of every semester academic planner is framed by the Institution in accordance with the academic schedule of RTMNU, Nagpur
- The allocation of each course to the faculty members is based on their willingness and finalized by HoD on the basis of faculty's technical skill, competency level, experience, students' feedback and academic performance.
- At the beginning of every Semester, Course Committee Meeting is organized within the department (common to all sections) and with other department for common courses.
- The Course Outcomes, Assignments and tutorial Topics are planned.
- Based on the Expected Course Outcomes, content beyond

syllabus is identified and delivery plan is formulated accordingly.

- Bridge course is planned for the first year students to educate them about the environment and culture of the institution, expose them to a sense of self exploration before the regular classes start.
- All the Course handlers plan their lesson plan/lecture & practical schedule based on the academic planner, syllabus and department time table.
- The course in-charge communicates the course objectives and expected outcomes to the students at the start of the course.
- Students, from every semester, are encouraged to register at least one course, related to the courses in that semester through NPTEL course certification.
- Course delivery is carried out as per the planning mentioned in the lesson plan/lecture schedule and it is recorded correspondingly in the course log book.
- Course handlers have freedom of delivering their lecture by using various teaching aids like board & chalk, PPT through LCD projector, videos, and NPTEL lectures.
- The Academic performance of the Students is measured and monitored through Centralized Internal Assessment Tests (IA Tests) and also assessed using various tools such as Assignments, Quiz and Presentations.
- Class toppers and slow learners are identified based on their performance in IA tests. Toppers are motivated to secure higher grades as well as University ranks and slow learners are counseled to undergo remedial /coaching classes to perform better.
- HOD reviews the progress of the course delivery and the teaching learning process. Course Outcome Survey is obtained from all the students for all the courses at the end of the semester.
- Course Outcomes and Program Outcomes attainment is analyzed.
- Students' feedback is obtained at the end of the semester and faculty members are motivated to improve the course delivery method in the subsequent semester

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://gnitedu.com/departments.html

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous

Internal Evaluation (CIE)

Academic planner is prepared by a team of senior Faculty members of the Institution in consultation with Director, Principaland HoDs. In accordance with the Institution academic planner, the HoDs of concerned departments prepare the academic calendar of the department by incorporating the various academic, co-curricular activities to be organized in the department like faculty meeting with HOD, Internal Assessment Test (IAT) series dates, IAT Question paper submission date, review of course file dates and course log book submission dates.

In the beginning of the academic session the students are apprised of academic planner and same is uploaded in college website and displayed on notice boards and at strategic locations. The course handling faculty members publicize the syllabus and display the template of question papers for the conduct of Internal Assessment Test series. Schedule for these tests /exams is announced and displayed in advance by Principal. The College has an Exam Cell (EC) comprising of a senior faculty member and a team of teaching staff. The EC holds the responsibility for all exam related activities. This is done through coordinated efforts of the faculty members. The question papers are set to test various cognitive levels of the student as per Bloom's Taxonomy. A detailed scheme of evaluation is prepared for every course prior to start of evaluation of the answer scripts. A timely evaluation of answer scripts for all courses is ensured as per the directions of Principal. The answer scripts are issued to the students to verify the scheme of evaluation with the marks awarded by the course handling faculty members. Complete transparency is ensured while returning the answer books to the students and the key with scheme of valuation is informed to the students. Finally the marks are entered in the institution web portal by the faculty member to display the performance of students in the internal assessment test. The continuous evaluation process provides more opportunities to the teacher to get feedback of the progress of his students and his own performance. The entire evaluation system is smoothly managed by EC with internal test result analysis.

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://gnitedu.com/departments.html

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University	A. All of the above								
<table> <tr> <th data-bbox="86 647 539 714">File Description</th><th data-bbox="539 647 1437 714">Documents</th></tr> <tr> <td data-bbox="86 714 539 898">Details of participation of teachers in various bodies/activities provided as a response to the metric</td><td data-bbox="539 714 1437 898">View File</td></tr> <tr> <td data-bbox="86 898 539 958">Any additional information</td><td data-bbox="539 898 1437 958">View File</td></tr> </table>	File Description	Documents	Details of participation of teachers in various bodies/activities provided as a response to the metric	View File	Any additional information	View File			
File Description	Documents								
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File								
Any additional information	View File								
1.2 - Academic Flexibility									
1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented									
1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented									
5									
<table> <tr> <th data-bbox="86 1310 539 1377">File Description</th><th data-bbox="539 1310 1437 1377">Documents</th></tr> <tr> <td data-bbox="86 1377 539 1438">Any additional information</td><td data-bbox="539 1377 1437 1438">View File</td></tr> <tr> <td data-bbox="86 1438 539 1541">Minutes of relevant Academic Council/ BOS meetings</td><td data-bbox="539 1438 1437 1541">View File</td></tr> <tr> <td data-bbox="86 1541 539 1644">Institutional data in prescribed format (Data Template)</td><td data-bbox="539 1541 1437 1644">View File</td></tr> </table>	File Description	Documents	Any additional information	View File	Minutes of relevant Academic Council/ BOS meetings	View File	Institutional data in prescribed format (Data Template)	View File	
File Description	Documents								
Any additional information	View File								
Minutes of relevant Academic Council/ BOS meetings	View File								
Institutional data in prescribed format (Data Template)	View File								
1.2.2 - Number of Add on /Certificate programs offered during the year									
1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)									
7									

File Description	Documents
Any additional information	View File
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

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

497

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

1.3 - Curriculum Enrichment

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

GNIT considers that the purpose of education is to make each learner recognize their identity, understand the purpose in life through their connection and contribution to society, environment and to their fellow human beings. Curriculum offered at the GNIT include courses that are diverse and cater to the cross cutting issues relevant to sustainable environment, gender equality, human values and professional ethics for addressing the economic, social and environmental challenges. The students of GNIT are moulded as responsible graduates, professionals by creating awareness and addressing the societal and generic needs. Along with a standardized learning plan, the curriculum is enriched by including the courses like Environmental Studies, Energy Auditing, Professional Ethics etc. This enriches the knowledge base of the student and improves the self-actualization and belongingness to the society.

Category Name of the courses Environmental & Sustainability Energy and Environment Ethics Indian Culture and constitution

The institute organizes seminars, conferences, workshops, guest lectures on gender, environment and sustainability, human values

and professional ethics from time to time.

GNIT guides the Students to inculcate Human values and professional Ethics. In this aspect the professional ethics such as Always strive for excellence, Be trustworthy, Be accountable, Be courteous and respectful, Be honest, Be competent, Always be ethical, Always be honorable and act with integrity, Be respectful to confidentiality, Set good examples in their workplace have been discussed so that they bring honor to the Institute and Students.

The students undertake different activities to inculcate these values in a professional manner.

File Description	Documents
Any additional information	No File Uploaded
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View File

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

159

File Description	Documents
Any additional information	View File
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View File
MoU's with relevant organizations for these courses, if any	No File Uploaded
Institutional Data in Prescribed Format	View File

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

553

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

1.4 - Feedback System

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

A. All of the above

File Description	Documents
URL for stakeholder feedback report	https://gnitedu.com/assets/NAAC/C1/1.4.1_Students_Feedback.pdf
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View File
Any additional information	View File

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

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

File Description	Documents
Upload any additional information	View File
URL for feedback report	https://gnitedu.com/assets/NAAC/update_25_3_22/Feedback_Analysis_1_2020-21_.pdf

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of students admitted during the year

51

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

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

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

35

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

2.2 - Catering to Student Diversity

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

Response:It is desirable that an institution assesses the learning levels of students before starting the process of teaching-learning. GNIT believes in customizing the teaching and learning processes to suit the requirements of students. The college counsels the students before the admission so that they take an appropriate decision. Soon after the admission, the students are categorised as Advanced and Slow learners based on their qualifying examination. In the subsequent semesters the learning abilities of the students are evaluated through mid examinations, assignments, classroom interactions and mentoring. Based on the performance of the activities, students are categorized as advanced and slow learners and the same is made known to all the stakeholders.

Through brain storming sessions, Department has listed a host of strategies for advanced learners and slow learners for appropriate curricular interventions and needful procedures.

Catering the needs of advanced learners:

- Advanced learners are guided by MOOCS Committee to go for additional courses with self learning like NPTEL, MOOCs etc.
- Exposed to new technologies like IoT, AI & ML, Data science etc.
- Encouraged to participate in competitions.
- Students are encouraged to be members of professional bodies
- Assisted for internship and short term courses Guided to take up various certification courses
- Provided campus training on advanced technologies
- Assisted in participation and presentation in national and international conferences/seminars/workshops etc.
- Encouraged and guided to do their mini/major project works in applying advanced technologies
- Encouraged to run club activities

Catering the needs of slow learners

- Bridge courses in basic programming, mathematics, and communication skills are conducted for lateral entry students to fill the gap between diploma and engineering and to improve their confidence levels
- Remedial classes/extra classes are conducted for slow learners by subject experts/senior faculty for clarifying their doubts in the specific subjects
- Special attention/counselling by the mentors
- Mentors communicate with their parents for improving the academic progress of such students Special courses in soft skill/ communication skill are conducted by Training and Development, career counselling and placement cell Guided to take up various certification courses

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

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

Number of Students	Number of Teachers
772	68

File Description	Documents
Any additional information	View File

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

GNIT adopts student centric methods to make the Teaching Learning process more effective for the holistic development of students through Experiential learning, Participative Learning and Problem solving Methodologies. Faculty of the institute imparts subject knowledge as per the syllabus and curriculum and foster self management and usage of knowledge, holistic development and skill development through participatory learning activities.

The following activities have been adopted by the faculty and they adorn student-centric methods:

Experiential learning:

Laboratory sessions

Curriculum was designed in such a way that sufficient emphasis is laid on hands-on experiments required for comprehensive understanding of the subjects. The laboratories, software and model experiments are beyond curriculum.

Industrial visits

Study without practical approach is not considered as worth in this challenging and competitive environment. Putting that aim in mind we always take our students to various industries in order to make them understand the classroom concepts in a better way.

Field works and Internships

The main motto of Field works/Internships are educational and career development opportunities, providing practical experience in a field/discipline.

Industry Oriented Mini Projects

Students are encouraged to take up any industry oriented application in his/her field of interest in their respective branch/field.

Community outreach programme

Students are taken to community visits under social innovation and practise. We will make them to understand real world societal problem. After visit they should understand and design solutions for at least one problem.

Participative Learning:

Expert Talks, Workshops and seminars

Students are encouraged to participate in workshops expert talks and seminars organized by various professional societies, esteemed institutes and industries.

Group Discussions and Role plays

The purpose of a group discussion is not to win an argument but it is to help each group member explore and discover personal meanings of a text through interaction with other people. In the Language lab students will get an opportunity to participate in group discussions. To improve the students presentation skills and communication skills our language lab makes students to do role plays

MOOCs: MOOCs committee encourage students to do online courses to explore beyond the curriculum

Problem Solving Methodologies:

Developing Models in Engineering and Science:

Science often involves the construction and use of a wide variety of models and simulations to help develop explanations about natural phenomena. Models make it possible to go beyond observables and imagine a world not yet seen.

Project Based Learning :

Project Based Learning is a teaching method in which students learn actively by engaging in real-world and personally meaningful projects. Students work on a project over an extended period of time from a week up to a semester that engages them in solving a real-world problem or answering a complex question.

File Description	Documents
Upload any additional information	View File
Link for additional information	http://10.0.100.1/gnweb/GNIEM/Mindex.htm

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

Education around the world is experiencing major paradigm shifts in educational practices of teaching and learning under the umbrella of ICT enabled learning environment. Whereas learning through facts, drill and practices, rules and procedures was more adaptive in earlier days, learning through projects and problems, inquiry and design, discovery and invention, creativity and diversity, action and reflection is perhaps more fitting for the present times. The major hallmark of this learning transition is from teacher centered to learner focus paradigm. During the last three decades, the changes in educational environment have been phenomenal. The model, focus, role of the learner and technology has been changed drastically from traditional instruction to virtual learning environment by integrating ICT. GNIT emphasis on ICT infusion in pedagogy to improve learning, motivate and engage learners, promote collaboration, foster enquiry and exploration, and create a new learner centered learning culture. It permits the move from reproductive model of teaching and learning to an independent, autonomous learning model that promotes initiation, creativity and critical thinking with independent research. Learners are expected to collect, select, analyze, organize, extend, transform and present knowledge using ICT in authentic and active learning paradigm. Teachers are expected to create a new flexible and open learning environment with interactive, experiential and multimedia based delivery system. The adaptation of ICT tools help to open up opportunities for learning by enabling four major key processes in transforming teaching and learning as follows:

- ideas and information from diverse sources through searching, locating, selecting, and authenticating material in a wide range of multimedia forms;
- Extend ideas and information through processing, manipulating, analyzing& publishing material in different multimedia forms;
- Transform ideas and information into new or different forms through synthesizing, modeling, simulating and creating

- material in many multimedia styles and formats; and
- ideas and information across local, national and international networks by interacting electronically with others in actual and/or delayed time.

Faculties utilize three types of ICT tools such as

1. Generic tools for learning : Starting from productivity tools to simulation & modelling to access, extend, transform and share information e.g. Licenced and open source software for lab and Projects,
2. Content-based resources : to access a vast source of educational resources that effectively can be integrated with the curriculum objectives e.g MHRD-NMEICT, NPTEL-SWAYAM, Blogs, NDL, SPOKEN TUTORIAL
3. Interactive instructional courseware: Self-paced learning materials e.g Google Class Room, MOODLE/Blackboard/Canvas LMS, Video Lecture, Course material in website etc

The integration of ICT with teaching and learning has produced some of the significant positive gains in learners' knowledge, skills and attitudes by providing the following key advantages:

- Explore and represent information dynamically and in many forms
- Become socially aware and more confident
- Increase motivation
- Communicate effectively about complex processes
- Develop better understanding and broader view of processes and systems
- Greater problem solving and critical thinking skills.

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

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

completed academic year)

2.3.3.1 - Number of mentors

62

File Description	Documents
Upload, number of students enrolled and full time teachers on roll	View File
Circulars pertaining to assigning mentors to mentees	View File
Mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

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

68

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

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

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

11

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

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

2.4.3.1 - Total experience of full-time teachers

451

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

2.5 - Evaluation Process and Reforms

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

The institution strictly follows the evaluation process approved by the RashtrasantTukodoji Maharaj Nagpur University. The evaluation weight age is 20% for continuous internal assessment tests and 80% for the end-semester Examination by university. The Institute has taken following processes for the effective execution of evaluation reforms introduced by the University.

- The academic calendar for each semester is prepared by the IQAC Cell with the University schedule of events, which provides the information on scheduled timetable for class test, internal assessment, retest, examination and the tentative schedule of university examinations. staff members and students plan the course of action.
- The Institute has faculty coordinator from each department for smooth conduct of the examination. Internal monitoring team involving senior faculty members is assigned by the institution head to ensure effective conduct of exams.
- The students are given privilege to review their evaluated answer copy and discuss the same with concerned faculty, and if the student is still not satisfied the answer copy is evaluated by the senior faculty and the concerned student are fully satisfied.
- Internal mark is based on class test, internal assessment and assignment and the subject VIVA.
- Model practical examination is conducted for laboratory courses for awarding internal marks based on VIVA and model

lab exam.

- Retest is conducted for the students who fail to secure minimum percentage of marks to give a chance for improving the result. The academic performance of the student and attendance of the student are maintained and recorded in each department.
- The Examination controller of Institute prepares an Instruction Manual as per the guidelines from Director (Examination), Rashtrasant Tukadoji Maharaj University to conduct examinations and copies are available in all departments.
- During Induction program the newly admitted students are updated about grading systems for the internal assessments. Whenever the students are having grievances, they resolve through mentor, HOD, Exam controller.
- The question paper pattern for the internal examinations has been standardized by the institution which is in line with the university question paper pattern. The question paper is moderated by expertise faculty and verified by department PQAC & HOD before the final execution.
- The Department shows result analysis on notice boards for maintaining transparency.
- Internal Assessment contains Unit test I and Unit test II & sessional examination. Unit Test I contains 3 units with weight age of 40 marks. Unit Test II contains remaining three units. The sessional examination contains all 6 units with 80 marks weight age.
- Student's marks are intimated to the students immediately after the completion of assessment and the same is communicated to their parents by the respective mentor.

File Description	Documents
Any additional information	View File
Link for additional information	https://gnitedu.com/NAAC.html

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

- The class teachers carefully monitor the regularity of attendance and the performance of the students in internal evaluation tests and end semester examinations. The performance of the students is informed to the students immediately after the completion of assessment tests.
- A faculty mostly an internal exam incharge is appointed as

head of exam grievance cell at department level. All the Sessional & Pre University exam related grievance is submitted to the faculty.

- The students who having any grievance in the evaluation process can approach the faculty member who had evaluated the answer sheets for any discrepancies in the mark.
- If the student is still not satisfied a model answer key is show so that all the doubts get cleared.
- Head of exam greivance cell takes the follow up and sees that the greivance is closed in the specified time frame.
- In case of grievances like low internal marks, students have freedom to discuss it with concerned teachers,mentors or class-teachers for corrective actions.
- Other type of grievances such as data missing in the question papers, question asked from outside the syllabus, question paper being tough etc., are communicated to the respective HOD by the concerned faculty for necessary action.
- A candidate can apply for revaluation/reassessment of his/her semester examination answer paper in a theory course at University level through proper application to the Controller of Examinations.The student is entitled to apply to challenge valuation in theory subjects by paying prescribed fee to the university within 7 days of announcement of result.
- The Revaluation/ Reassessment is not permitted for practical courses and project work.
- A candidate can apply for revaluation/reassessment of answer scripts through institute.

File Description	Documents
Any additional information	View File
Link for additional information	https://gnitedu.com/NAAC.html

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

The learning outcomes are clearly defined using blooms taxonomy for all academic programmes and courses of the Institute.The measurements/inputs provided by the University on the basis for continuous improvement in the quality of learning have been properly assessed and do the almost to attain it through various

learning means.

All POs have been adequately addressed through the core courses and their COs. Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to alumina and students.

Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes are made aware through the following procedures.

- POs and PSOs are approved by the Department. POs and PSOs are available in the Institute website.
- POs and PSOs are posted in corridors, classrooms, Department office, Laboratories and Department library of the campus for staff, students and public view.
- At the first course committee meeting, the corresponding faculty members discuss the assessing methods of each course outcomes and prepare the mapping with the POs and PSOs
- During the department reviews meeting the COs of all theory subjects which are not mentioned in University syllabus are framed accordingly. Cos of practical are also designed and verified by the HOD. COs attainment of COs, POs and PSOs are reviewed among the faculty members.
- The outcomes are elaborately discussed and derived by the course committee members. Even though the COs are given by the Rashtrasant Tukadoji Maharaj Nagpur University along with the syllabus (for few courses), if necessary, the COs are modified and reframed by the course committee members. Program advisory Committee analyze the course outcomes and their mapping with program outcomes and program specific outcomes done for each courses by the course handlers along with one subject area expert. Course Outcomes (COs) are finalized at Department meeting.
- COs are communicated to the students during the introduction class itself. Importance CO for each subject theory & practical is explained to the students in their first lecture & practical session. During the class committee meetings the COs attainment levels are discussed and the measures outcomes of the course are also focused. During the commencement of each unit and after the completion of the unit, the course outcomes evaluating methods are reviewed.
- The Assignment, Unit test & sessional question papers and laboratory experiment manuals are designed as per the subject COs.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://gnitedu.com/index.html
Upload COs for all Programmes (exemplars from Glossary)	View File

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

- **Attainment of Course Outcomes**
- The assessment of course outcomes are through Internal examinations, assignments, Seminars, Projects, Viva voce. The internal questions are set with respect to blooms revised learning level. Each question is mapped to Course outcome. Program shall have set Course Outcome attainment levels for all courses.
- **CO Assessment Rubrics:**

CO Assessment

1) Internal Assessment (20% weightage) 2) University Assessment (80% weightage)

- Course Outcome is evaluated based on the performance of students in internal assessments and in university examination of a course. Internal assessment contributes 20% and university assessment contributes 80% to the total attainment of a CO.
- **CO Assessment Tools:**
- The various assessment tools used to evaluate COs and the frequency with which the assessment processes are carried out are listed below

DIRECT ASSESSMENT TOOL

Course Type	Assessment Tools	Minimum Frequency	Theory Class	Test
Twice per course	Theory University Exam	Once per course	Practical	
Daily Performance	Every Lab session	Practical Model	Lab exam	Once per course
Practical University Exam	Once per course	Seminar		
Presentation	Once for final year Project	Zerpth Review	Once per course	
Project First Review	Once per course	Project Second Review		

Once per course Project Demonstration/External Evaluation Once per course Project Evaluation by Guide Continuous Evaluation Viva Voce University Assessment Once per course

- CO Attainment Calculation of a Course (Sample format)

Assessment Tool	CO1	CO2	CO3	CO4	CO5	Class Test 1	Class Test 2	Assignment 1	Assignment 2	Internal attainment	External attainment	Total attainment

- Attainment of Program Outcomes and Program Specific outcomes
- PO/PSO assessment is done by giving 80% weightage to direct assessment and 20% weightage to indirect assessment. Direct assessment is based on CO attainment where 80% weightage is given to attainment through university exam and 20% weightage is given to attainment through internal assessments. Indirect assessment is done through program exit survey, alumni survey and employer survey where program exit survey and employer survey are given a weightage of 25% each and alumni survey is given a weightage of 50%.
- For CO,PO,PSO attainment the attainment levels shall be set considering average performance levels in the university examination or any higher value set as target for the assessment years. Attainment level is to be measured in terms of student performance in internal assessments with respect to the Course Outcomes of a course and in university examination. The attainment is calculated with rubrics set in each year.
- Target may be stated in terms of percentage of students getting more than university average ,class average marks or set by the program in each of the associated COs in the assessment instruments (midterm tests, assignments, mini projects, reports and presentations etc.). Attainment is measured in terms of actual percentage of students getting set percentage of marks.If targets are achieved then all the course outcomes are attained for that year.Program is expected to set higher targets for the following years as a part of continuous improvement.If targets are not achieved the program should put in place an action plan to attain the target in subsequent years.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	https://gnitedu.com/assets/NAAC/update_25_3_22/CO-and-PO-all-Branches.pdf

2.6.3 - Pass percentage of Students during the year

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

293

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

2.7 - Student Satisfaction Survey

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

https://gnitedu.com/assets/NAAC/C1/1.4.1_Students_Feedback.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

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

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

0.58

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

3.1.2 - Number of teachers recognized as research guides (latest completed academic year)

3.1.2.1 - Number of teachers recognized as research guides

4

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

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

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

1

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

3.2 - Innovation Ecosystem

3.2.1 - Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

The Institute has innate tendency to foster the culture of innovation inside the campus through various forums/cells/centres

for the research community and academic fraternity. With the objective of innovation in mind a broad spectrum of initiative are implemented.

1. Industry Institute Interaction Cell (III Cell) to provide opportunities for the students and faculty through field visit, industrial trainings, internships, projects, industry lecture series, seminars, MoUs.
2. Research & Development Cell (R&D Cell) with universities to create conducive environment for the development of product towards research contribution.
3. Innovation & Incubation Cell to create awareness, educate, nurture and inculcate a culture of innovation aiming at idea and product innovation.

Outcomes:

1. IIIC has entered into agreement with 6 leading industries, research organizations.
2. Under the banner of above cells, the institute organized the events towards student's innovation. Innovative projects like GO-KART vehicle is developed by students. These cells motivated the students to participate in outside campus competitions.
4. 6 students become entrepreneur.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://gnitedu.com/assets/NAAC/C3/3.2.1%20Students%20papers_Ecosystem%20for%20Innovations.pdf

3.2.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the year

3.2.2.1 - Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during the year

6

File Description	Documents
Report of the event	View File
Any additional information	View File
List of workshops/seminars during last 5 years (Data Template)	View File

3.3 - Research Publications and Awards

3.3.1 - Number of Ph.Ds registered per eligible teacher during the year

3.3.1.1 - How many Ph.Ds registered per eligible teacher within the year

1

File Description	Documents
URL to the research page on HEI website	https://gnitedu.com/assets/NAAC/C3/3.3.1%20PhD%20Registered%20per%20eligible%20teacher.pdf
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc (Data Template)	View File
Any additional information	View File

3.3.2 - Number of research papers per teachers in the Journals notified on UGC website during the year

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

12

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

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

3.3.3.1 - Total number of books and chapters in edited volumes/books published and papers

in national/ international conference proceedings year wise during year**29**

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

3.4 - Extension Activities

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

Our Institution is adopting various steps toward extension and outreach activities for the surrounding community, through numerous societies such as NSS, YRC, RRC, Rotaract Club, etc. We encourage our students to help the local community living around our campus through these groups in order to instill social responsibility in them. Some of our institution's key operations for the benefit of local communities are noted below:

1. Covid-19 Awareness Program
2. Sanitiser & Mask Distribution
3. Food Packets Donation
4. Webinar on Inequality of Women in India
5. Tree Plantation
6. Awareness Program on 'Plastic Usage'
7. International Womens Day
8. BLOOD DONATION
9. Stress Management Program for Women
10. World Environment Day

All these mentioned activities have positive impact on the students and it developed student community relationship, leadership skill and self confidence of students. It also helped in cultivating hidden personality of students and created awareness among students.

File Description	Documents
Paste link for additional information	https://gnitedu.com/assets/NAAC/C3/3.4.1%20Extension%20Activites%20for%20Neighnorhood%20community.pdf
Upload any additional information	View File

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

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

2

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

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

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

10

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

3.4.4 - Number of students participating in extension activities at 3.4.3. above during year

3.4.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year wise during year

469

File Description	Documents
Report of the event	View File
Any additional information	View File
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship during the year

3.5.1.1 - Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year wise during the year

13

File Description	Documents
e-copies of related Document	View File
Any additional information	No File Uploaded
Details of Collaborative activities with institutions/industries for research, Faculty	View File

3.5.2 - Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the year

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

6

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

GNIT is 5.05 acre campus with built up area of 11331.71 Sq. M is a vibrant institute of higher education with state of art infrastructure. The institute since its inception in 2009 has never compromised with infrastructural facilities physical buildings, machinery, equipment, software, books and other learning resources. The Institute has adequate infrastructure and physical facilities to enable students to innovate, impart team spirit and have competence to enable them to face the global challenges and become a contributing member of modern society. The college strongly believes that the right and adequate infrastructural facilities will provide ample of opportunities for both the faculty and student's academic development and growth. Thus main focus was on creating such a learning environment that would enable the students to transform into capable, confident and responsible engineering graduates the country is looking for.

The available facilities are more than the requirement prescribed by the AICTE and RTMNU by procuring additional equipment. As the institution is affiliated to RTMNU, all the courses and academic programs are designed by RTMNU taking suggestions from the college, industry and other stakeholders. The requirements of various industries, current developments in the fields of science, engineering and technology and the specific needs of the society, decide new courses to be included in the curriculum. There is also a provision in curriculum to offer specialized elective course. All these courses are correlated with the program outcomes and program specific outcomes. Some topics that are not included in the syllabi are identified as curriculum gaps. To strengthen the program outcomes, additional courses, guest lectures and learning

materials are introduced in addition. The quality of class room teaching is enhanced by giving faculty awareness about pedagogical teaching learning method, blooms taxonomy and Outcome Based Education (OBE) by various workshops and faculty development programs conducted in the department and institute. The students at the institution are trained to be inquisitive and curious and to master the concepts and their applications. The classroom interactions encourage the presenting and arguing of their technical ideas through project submissions and presentations.

The instructional (classrooms, laboratories, library, seminar halls, auditoriums, computer centers, etc.,) facilities are more than required. All laboratories are fully equipped with latest equipment. The content beyond experiments provide expose students to latest in research and advancements. The computing facility consists of licensed software (system software and applications software). The computing facilities of the college cater to the needs of faculty and students to foster an effective Teaching Learning Process. A healthy computing ratio of 1:4 computers to student against the prescribed ratio of 1:6 is being maintained. The main library with an area of 1452 Sq.M with a seating capacity of 150 is available. The digital library is equipped with personal computers which are connected with Wi-Fi and LAN for fast and seamless access of the Internet for streaming NPTEL lectures and using e-Resources for the benefit of its users.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://gnitedu.com/hostel.html

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

To inculcate team spirit and leadership qualities among students, by encouraging the students to participate in various sports and games from inter-college level to national level. Sports facilities have been established for various games like cricket, football, basketball, and volleyball to ensure the focus of the institute in providing extra-curricular activities to the students.

Sports complex of the institution includes separate blocks (Sport Club) for indoor games like Badminton, Table Tennis, Carrom and Chess. For outdoor games it has a Volleyball, Basketball, Ball-Badminton, Throw ball, Cricket, Football, Kho-Kho, Kabaddi grounds, etc.

Gymnasium centre of the college has Treadmill, Cycling, Elliptical cross over machine, Leg press, Leg curl, Bench press, Leg extension, Shoulder press, Arm curl, Inner thigh press, Outer thigh press, Twister, Abdominal curl, Abdominal press, Chest press, Chest curl, Rowing machine, Weight plates 250Kg, Weight rod 2Kg and Dumbbell.

Regular cultural activities, on stage and off stage events were conducted through music & dramatic club of the institution, the talents in Dancing, Singing, Instrumental music, Dumb Charades, Mime shows etc., are identified and encouraged to participate in various cultural activities inside and outside the college.

Functions like Technofun, Independence Day, Republic Day, Sports day, Teacher's Day, Engineer's Day, Women's Day, Annual Day etc., are celebrated.

Extra-Curricular Activities

The college organizes events related to NSS, Yoga, Sports and cultural. There are 4 different clubs pertaining to various topics of interest.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://gnitedu.com/Sports.html

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

12

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://gnitedu.com/firstyear.html
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

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

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

200.8

File Description	Documents
Upload any additional information	View File
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.2 - Library as a Learning Resource

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

OPAC (Online Public Access Catalogue) facility is made available through Synchronik 5.0 Library Management Software to search the bibliographical details about the collections. Three separate nodes are made available in the Central Library for OPAC facility.

The college has central library and 4 department libraries. The reading room is furnished with state of the art facilities to accommodate 150 students at a time and provides conducive environment for study. Exclusive reference section is available in the library. New arrivals of books and journals are displayed on separate stands and racks.

Security of resources is ensured through a system of checking at the exit point for all resources borrowed by the users. CCTV

cameras are fixed in the library for strict surveillance.

Electronic Resource Management package for e-journals

The library subscribes DELNET through IP based access. A well-equipped Digital Library with 25 nodes having Internet connectivity is housed in the Central Library for accessing e-resources. As the access facility to e-journals is multi-user and IP based, students can access the E-Resources from anywhere in the campus.

Library Automation:

All the active book collection is updated in the Synchronik 5.0 Library Management Software database version 5.0 and the OPAC is available for the users. The issue and return of books has been activated with the Synchronik 5.0 Library Management Software.

Facilities available: Printers , Scanners, Photocopy Machine:

Internet bandwidth: 30-50 Mbps

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	https://gnitedu.com/Library.html

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

A. Any 4 or more of the above

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

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

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)**6.75**

File Description	Documents
Any additional information	View File
Audited statements of accounts	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)**4.2.4.1 - Number of teachers and students using library per day over last one year****213**

File Description	Documents
Any additional information	View File
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure**4.3.1 - Institution frequently updates its IT facilities including Wi-Fi**

The institute has well structured IT facilities with 32 Mbps bandwidth for 24x7 connectivity. The institution has wired and 15 Wi-Fi hotspot at prominent locations -wireless connectivity for use of students and faculty members across the campus including the hostel. A separate team with in-house staff is constituted to take care of the IT & related needs of the campus such as Software Development, Hardware & Networking, Website designing & hosting, Email solutions, SMS solutions, etc.

IT infrastructure and internet facilities:

30-50 Mbps of dedicated 1:1 leased line/Broadband internet connectivity from Internet Service Providers (ISP) for education and research needs. MAC-binded 'Wi-Fi' provision at selective in-campus hubs and hostels.

Desktops (298) from various brands with latest processor capacity. Compatible branded Higher-end servers to meet the IT-specific tasks like file, database, virus and backup management. Printers (12), Copiers (3) and Scanners (3) for document imaging and reprography. Healthy connected 'CAMPUS-LAN' via structured Optical Fibre. Piracy-free IT environment through proper licensing of software. 'Language Lab' with audio-video gadgets and state of the art communication teaching-learning tools. Supportive IT atmosphere for NPTEL learning, A-VIEW workshop, Value-added courses and various placement training programmes. A dedicated helpdesk of technicians to address the computing and network issues.

Internet Accessibility: laboratories, class rooms, library, department, administrative area & seminar hall/Auditorium.

Wi-Fi Availability: Classrooms, laboratories, department offices, hostels and library are connected through 802.11 /g protocol

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://gnitedu.com/index.html#

4.3.2 - Number of Computers

245

File Description	Documents
Upload any additional information	View File
List of Computers	View File

4.3.3 - Bandwidth of internet connection in the Institution

B. 30 - 50MBPS

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

4.4 - Maintenance of Campus Infrastructure**4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)****4.4.1.1 - Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component during the year (INR in lakhs)****182.11**

File Description	Documents
Upload any additional information	View File
Audited statements of accounts	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

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

The institute has individual personnel's for maintaining the infrastructure by way of building maintenance, transport, furniture and generator operator in case of power shutdowns. Separate complaint registers are maintained for various services like electrical, plumbing, housekeeping etc. Maintenance technician of the college, reports regularly about the breakage of instruments and devices to the higher authority.

The maintenance committee is headed by the Administrative Officer, who in turn monitors the work of the supervisor at the next level. The supervisor is accountable to the AO and functions as the coordinator who organizes the workforce, maintaining duty files containing details about their individual floor - wise responsibilities, timings, leave etc. The maintenance officer conducts periodic checks to ensure the efficiency / working condition of the infrastructure.

Adequate in - house staff are employed to maintain hygiene, cleanliness and infrastructure on the campus so as to provide a congenial learning environment. classrooms, staffrooms, seminar halls and laboratories, etc are cleaned and maintained regularly by house keeping and non - teaching staff assigned for each floor. Wash rooms and rest rooms are well maintained. Dustbins are placed in every floor. The green cover of the campus is maintained by a

gardener.

Optimum working condition of all properties/ equipment on the campus is ensured through annual maintenance contracts (AMC). The AMC purview includes maintenance of Generator, Elevator, Air Conditioners, CCTV cameras and Water purifiers. Apart from contract workers, the college has trained in-house electricians and plumbers.

Lab assistants under the supervision of the system administrator maintain the efficiency of the college computers and accessories.

Parking facility is well organized. It is efficiently maintained by security under the control of security officer.

The campus maintenance is monitored through surveillance cameras. Proper inspection is done and verification of stock takes place at the end of each year.

Periodic reporting on requirements of repairs and maintenance are submitted by the HODs to the administrative office. The requirements are collectively processed in every semester break so as to keep things ready for the new semester.

Pest control of library books and records is done every year by the maintenance department as well as the general campus.

Supervisor/Administrative Officer and his team are involved in the maintenance of infrastructure facilities. This team looks after the regular maintenance of civil works such as furniture repairs, masonry and plaster works, painting, carpentry, plumbing and house-keeping.

The non-teaching staff are also trained in maintenance of laboratory and computer equipment.

The Housekeeping office workers look after the maintenance of rest rooms, approach roads and neatness of the entire premises. Housekeeping services are regularly supervised.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://gnitedu.com/index.html#

STUDENT SUPPORT AND PROGRESSION	
5.1 - Student Support	
5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year	
5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year	
652	
File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	View File
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File
5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year	
5.1.2.1 - Total number of students benefitted by scholarships, free ships, etc provided by the institution / non- government agencies during the year	
172	
File Description	Documents
Upload any additional information	View File
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File
5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills	A. All of the above

File Description	Documents
Link to Institutional website	https://gnitedu.com/assets/NAAC/C5/5.1.3%20Capacity%20building%20and%20skills%20enhancement.pdf
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

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

543

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

543

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

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

A. All of the above

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

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

123

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File
Details of student placement during the year (Data Template)	View File

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

5.2.2.1 - Number of outgoing student progression to higher education

5

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

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

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

0

File Description	Documents
Upload supporting data for the same	No File Uploaded
Any additional information	View File
Number of students qualifying in state/ national/ international level examinations during the year (Data Template)	View File

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

0

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

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

College has various academic & administrative bodies for the active participation of the students. This inculcates leadership quality among the students, enhance their overall personality,

develop confidence in them, nurture their inner strenght and can showcase their talent.

Its selection, constitution, activities and funding:

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

Student Forum 2. Alumni Cell 3. Cultural committee 4. NSS committee 5. Rotaract Club committee

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

File Description	Documents
Paste link for additional information	https://gnitedu.com/committees.html
Upload any additional information	View File

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

participated during the year (organized by the institution/other institutions)

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

10

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

5.4 - Alumni Engagement

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

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

File Description	Documents
Paste link for additional information	https://gnitedu.com/assets/NAAC/update_25_3_22/Alumni_Association.pdf
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)

D. 1 Lakhs - 3Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The Institute's focus and core ideology is reflected in its Vision, Mission, and Quality Policy as shown below:

VISION:

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

MISSION:

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

QUALITY POLICY:

Ensuring continual improvement of Quality Management System.

Nature of Governance - The institution has well defined organizational structure, in which many senior faculty are the members of various decision making committees such as Governing body, IQAC, Grievance Committees and others through which the

governance flow further to Program Coordinators, faculty, Class Representatives and students to implement and monitor the academic/administrative matters of the institution.

Leadership Driven by Vision and Mission - Starting in the year 2009, the institute from an intake of 528 from 05 programs of UG and 02 programs of PG in Engineering became tenfold offering programs in UG Engineering, PG Engineering, PhD research Centre. Strategic and deliberate decisions include appointing Quality faculty from IIT/NIT/Central Universities, sourcing funds for research projects from AICTE/UGC/DST etc., encouraging quality publications in SCOPUS/WoS with incentives, sharing the consultancy amount generated with the faculty, sending faculty/students abroad for international exposure etc. The growth is multifaceted that the institute has made significant strides in Academics, Research, Industry Interactions, Global Exchange Programs etc.

Participative governance and Autonomy - Institute ensures seamless management systematically, encouraging participative leadership by involving various stakeholders at appropriate levels of decision-making. Stakeholders of the Institute-students, alumni, parents, employers are involved at different levels in all aspects of the Institute functioning. A trusting environment is cultivated where employees have appropriate autonomy to function effectively.

Transparency- Faculty members participate, through corresponding Functional Committees, in finalising curriculum design, teaching methodology, examination reforms, maintenance of academic standards, and student welfare. Such participation brings transparency to the governance and inherently encourages team-work and effective implementation of decisions. Stakeholders are involved in certain committees where information exchange is ensured.

Perspective plan- A perspective plan derived from the stated vision and mission of the Institute is to achieve Autonomous status by 2024 through achieving the goals and objectives specified in the Strategic Plan. It focuses on getting all the eligible UG programs accredited by NBA, NAAC Accreditation with A++, participating in the NIRF rankings, maintaining 40-75% and above placements.

File Description	Documents
Paste link for additional information	https://gnitedu.com/about.html
Upload any additional information	View File

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

Vision and Mission statements define the quality policy of the institute in very well manners which are designed by the Top management, Director, Principal, IQAC Coordinator, program coordinator and senior Faculty members of the institute. An action plan is prepared collectively by the Principal, Program Coordinators, IQAC for implementing the quality policy. According to the action plan, specific roles are assigned to various faculty members. The Principal provides leadership for the academic administration and creates an effective environment conducive for learning. He ensures that quality education is imparted to the students that foster the holistic development of the students. He also ensures all-round development of the Institute and achievement of strategic plans of the institution. The institution has in place several Committees / Sub-Committees to continuously monitor/guide the academic and administrative activities. The committees comprise of key stakeholders including government, administrators, faculty, staff, industry, employer, alumni, parent and students. The top management provides effective academic leadership to the faculty, by setting goals and involving them in participative decision-making process, not only to achieve the vision, mission and goals of the institute, but also in building the organizational culture. The Principal permits the HODs and staff members in performing freely in the academic activities and administrative programmes such as departmental activities, allotment of workload, various academic committee programmes, association and club activities.

Top Management:-

- Designing Quality Policy
- Provide Budget
- Infrastructure
- Recruitment
- Provide support to economical backward students

Director/Principal:-

- Quality policy- Planning, deployment and monitoring
- Weekly Meeting with HOD Departmental Meeting with faculty once in Semester
- Administration of teaching and learning
- Monitor academic performance
- Non teaching member meeting

Program Coordinators

- Departmental meeting Execution of course work
- Social activities
- Mentor to student
- MOU's
- Maintenance
- Result Analysis and corrective actions

Decentralized

1. Top management has given necessary authority to Principal to manage different functions with operational autonomy.
2. Principal forms different committees as per requirement.
3. Committee co-coordinators have given appropriate authority by principal to take decision.

Participative

1. Participative management.
2. Students, faculty and administration join hand in hand.
3. Internal as well as external stakeholders are involved for any modification in teaching learning and administrative process or any similar process.
4. College constitutes committees for general and academic development which includes faculty, nonteaching staff and students' participation and everyone is involved in decision making processes.

The institute has made remarkable progress in the last 5 years as most of the decisions that were taken in the Local Management committee/GB have been implemented successfully after consulting faculty and students wherever required.

File Description	Documents
Paste link for additional information	https://gnitedu.com/committees.html
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

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

Present perspective plan of the institute is as follows:

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

Following aspects are considered in the perspective plan:

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

Formulation of action plans into the institutional strategic plan

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

Interaction with External and Internal stakeholders

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

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

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

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

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

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

The principal, in consultation with the HODs plans the activities to bridge the knowledge gap through industry oriented add- on courses, guest lectures by leading academicians and

industrialists. The Principal and Academic Enhancement Committee undertakes a feasibility study prior to implementation of the new programme and introduces suitable modifications if necessary.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://gnitedu.com/index.html
Upload any additional information	View File

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

File Description	Documents
Paste link for additional information	https://gnitedu.com/index.html
Link to Organogram of the institution webpage	Nil
Upload any additional information	View File

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

A. All of the above

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

6.3 - Faculty Empowerment Strategies

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

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

Teaching Staff

- Incentives to faculty who receive State, National and International recognition/awards
- Provision of Special Leave to the existing faculty for the pursuance of their higher studies like PhD and PDF.
- Faculties are encouraged to write and publish books or monographs and incentives are provided.
- Incentives will be given to the faculty member for publication in national/ international journals of Repute.
- The institution will pay the registration fee, TA & DA and provide OD (On-Duty) for research paper presentation in the conferences.
- Special incentives for research grants.
- Support is extended to the departments to organize workshops/ FDPs/ seminars/ conferences in the institute.
- Subscription of e-Journals to the faculty members through the central library.
- Faculty development programs /STTP, Workshops and Conferences are conducted in the institute
- Technical workshops are conducted by the institute to keep update with syllabus and new technologies.
- The institute encourages the teaching staff for arranging / attending industrial training programs/visits.
- Experts from the industry and academia are invited for interaction with the teaching staff to update their knowledge.
- Giving financial assistance and granting on duty leave for paper presentation as well as participation in Seminars/Workshop/Conferences.
- Support NPTEL/FDP certification programmes for knowledge updation
- All faculties are encouraged to pursue higher studies such as PhD by providing adequate time to undertake course work and research work.
- Faculty members are motivated to undertake professional body membership for active involvement.
- The Institute provides Computers with Internet facility to all teaching staff.

- Various important portfolios in the department are assigned to the senior faculty members by HOD. The younger faculty members assist them to accomplish the activities and acquire good knowledge and experience.

Non-Teaching Staff

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

File Description	Documents
Paste link for additional information	https://gnitedu.com/assets/NAAC/C6/6.4.3_H_R_Policy.pdf
Upload any additional information	View File

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

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

67

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

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

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year**7**

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

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year****67**

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

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

The institution has a very well-defined Performance Appraisal system. The performance appraisal of any faculty is based on considering their performances mainly in the following parameters.

- University results
- Research & publications/ academic progress
- Knowledge Enhancement Program attended
- Sponsor research
- Consultancy/Internal revenue generation
- IPR/Content beyond syllabus
- Students feedback
- Punctuality & adaptability
- Mentoring/ counselling of students
- Administrative contributions

The non-teaching staff are appraised based on the following parameters:

- Punctuality & adaptability
- Administrative contributions

The attitude, commitment and achievement of staff with regard to above mentioned parameters are the key areas to their appraisal. Peer members feedback is also considered to determine how good a team member he/ she is. At the end of academic year, every staff is asked to submit the self-appraisal form to the Human Resources Department. Self-Appraisal reflects the contribution of the faculty members to teaching-learning process, research activity, involvement in department and college level activities (academic & administrative).

The performance appraisal reports are assessed by the Head of the department, Principal/ Director and Management. Annual increments and promotions are granted after the approval of the management as per the laid down procedures. Effective decisions taken by the management are incorporated in the proceedings of the meeting. The outcome of the review of the performance approval reports is also communicated to the staff through oral or written communication.

File Description	Documents
Paste link for additional information	https://gnitedu.com/assets/NAAC/C6/6.3.5_Appraisal.pdf
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

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

GNIT Strictly believes in following all statutory requirements for all audits and accounting practices. The Institution conducts internal and external financial audits regularly. As part of this mechanism, the Institution has an in-house team auditors, who help in carrying out the internal audit. The team conducts an internal audit regularly and submits the report to the IQAC (Internal Quality Assurance Cell) Chairman. The IQAC Chairman attends all the major audit queries raised by the team and takes appropriate steps for remedial action.

The external audit is conducted once in a year. The external audit is carried out by M/s Kotwani Kalra and Associates (Regn.No.119377W) who has an experience of over 15 years. The queries which are raised are put before the Principal who clarifies & rectifies before finalizing the accounts. The Principal also contemplates and decides to appoint an Audit Sub-Committee that attends all the queries raised by the internal audit team and external auditors.

The Objective of Internal & External Audit:

The primary objective of conducting Internal and External audit is to identify the discrepancies in the accounting process. The in-house team, consisting of two members, conducts the internal audit twice in a year and registered Chartered Accountants conduct the external audit once in a year. The departmental budget is followed and the optimal utilization of funds and the monitoring of the budget are done through Internal and External Audit.

After locating the discrepancies in the internal audit, a report is submitted to the IQAC Head who then reviews the report, discusses with all the IQAC members and then submits the report to Principal. The Principal directs the Accounts Officer to make the necessary corrections on internal audit. The Accounts Officer rectifies the identified discrepancies and submits the corrected audit report to the Principal through IQAC Head.

External Auditors who are certified Chartered Accountants prepare the Audited financial statements including Income and Expenditure details, Audited Reports and then the same is filed in the Income-

Tax Department.

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

6.4.2 - Funds / Grants received from non-government bodies, individuals, philanthropers during the year (not covered in Criterion III)**6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)**

0

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

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

The different sources for mobilizing the funds is as follows

1.Tuition fees from students

2.Through external research projects

3.Conference and Grants

The major source of revenue for the institute is the Annual tuition fee collected from students. The fee is collected from students' as per the guidelines issued by the fee fixation committee of state government of Maharashtra. Mobilization of funds is also done through sponsored projects from govt and non Govt. agencies..

The college budget is allocated based on the needs. The college follows a systematic approach towards the allocation of budget. All the departments are requested to submit an estimate of

requirements for their respective department which is discussed under various heads of their department. The needs of the particular department are analysed separately and the required budget is allocated. Further, if there is any requirement for the departments other than the one stated in the budget, the same can be procured by submitting the necessary details. Hence, all the departments are allocated with budget adequacy to meet their needs. Budget requirements under 'recurring' and 'non-recurring' heads are collected from every department before the commencement of the financial year. Before the commencement of the financial year, budget proposal is collected from all departments. The same is placed before the Finance committee and the committee in turn will deliberate and makes necessary changes for a proper balance of receipts and expenditure. The same will be submitted to Local Management committee/Governing Council for approval. Budget approvals will be communicated to the departments and sections. The institution keeps track of the budget. In any unforeseen circumstances, non-budgeted amount is considered and allotted depending on the merit of the case. The requests are consolidated and reviewed by the Administration team and funds are allotted. Utilization of allocated funds are monitored periodically and reviewed at the end of the Financial Year

Almost, 95% of the total budget was spent during the last three years. More budgets have been allocated to the infrastructure built-up and laboratory equipment's. Also moderate budgets have been allocated in case of consumables; the same has been utilized for Research and development activities. Separate budget has been allocated for library, Research and development. Additional funds will be allocated in case of emergency requirement. Some of the namely utilization of funds is towards the expenditure on salary of teaching and supporting staff, purchase of equipment, machinery and furniture, library books, e-subscriptions, electricity charges, consumables, software, internet bills, repair and maintenance, faculty development programs, advertisement, affiliation and approval fees, printing & stationary, sanitation-housekeeping-gardening and security charges, and other miscellaneous expenses.

File Description	Documents
Paste link for additional information	https://gnitedu.com/assets/NAAC/C6/6.5.1_Strategies.pdf
Upload any additional information	View File

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

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

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

File Description	Documents
Paste link for additional information	https://gnitedu.com/assets/NAAC/C6/6.5.1_Strategies.pdf
Upload any additional information	View File

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

At the beginning of every semester the allocated course coordinator review the syllabus and prepares a course plan for that subject based on the course outcome and schedules a 60 to 70

hours plan to deliver it. He/she also makes a day wise schedule plan, methodology being used, pedagogies and what is expected out of that lesson.

Course files or planning documents of every course are used to bring objectivity and strategize the course of teaching and learning for every topic. The teachers go through the syllabus and ensure that all the registered students full fill the pre-requisites of the course. They check if the students have a fair knowledge of the basics, so that they are able to understand the teaching. The Program Structure, Course Syllabus, Course Session Plan, Time-table, Master Academic Planning Worksheet are made available to the students before the commencement of the semester. Daily monitoring of conduct of the classes is done by the in each department. Regular meetings of course faculty are held with Head of the institution to review the course delivery and student learning progress.

The IQAC has developed a continuous review process on teaching-learning to sustain effective teaching and learning for targeted outcome. IQAC believes in appropriate planning for success. Following are few parameters on which review is conducted.

Curriculum Level

Review of Academic Process Calendar - Once in Semester

Review on Curriculum Planning - Once in Semester

Review on Teaching - Learning (Planning) - Once in Semester

Review on Teaching - Learning (Execution) - Once in Semester

Review on Teaching - Learning (Attainment) - Once in semester

Review on Syllabus Completion Monitoring - Twice in semester

Review on Teaching Feed Back from students - Twice in semester

Review on Conduct of Remedial Classes - Once in semester

Review on Quality of Projects/Product Development - Once in Year

Co-Curricular Level

Review on Industrial Visits - Once in Year

Review on Internships - Once in year

Review on Guest Lectures/Work Shops/

Certification/Value Added course for students - Once in semester

Review on students Technical Paper

Publication in Journals/Technical Events - Once in year

Review on Quality of News Letter Publication - Once in year

Review on Conduct of Activities by

Professional Bodies - Twice in year

Extra-Curricular Level

Review on Student participation in Art/Literary/

Cultural Activities - Once in Year

Review of Student participation in Sports & Games - Once in year

Review of Student participation in NSS activities - Once in year

Review of Student participation in NCC activities - Once in year

Organisation level

Review on attainment of Cos, POs and PSOs - Once in year

Review on ICT / Laboratory facilities - Once in year

Review on Best practices/Innovation/

product Development - Once in year

Review on Faculty Development Programs

conducted / attended - Twice in year

Review on Budget planning & utilization - Once in year

Review on finance audit - Once in year

File Description	Documents
Paste link for additional information	https://gnitedu.com/assets/NAAC/C6/6.5.2_Teaching_Learning.pdf
Upload any additional information	View File

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

B. Any 3 of the above

File Description	Documents
Paste web link of Annual reports of Institution	https://gnitedu.com/assets/NAAC/C6/6.5.3_Quality_assurance_initiatives.pdf
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	View File
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

GNIT Shows gender sensitivity through various initiatives and actions for creating safe, Secure and healthy atmosphere in the campus. Sensitization of the students is done through special lectures and functions. Specific initiatives with respect to key areas are as follows:

- To promote gender equity, our institution established WomenCell with the motto of "Helping women discover their wings". The cell aims to empower girl students and faculty**

to enhance their understanding of issues related to women and to make the college campus a safe place for girls and women and to address the practical issues related to the welfare and equal opportunities for Women Faculty and Students. All the students were encouraged to participate in various Technical Workshops, Seminars and Smart India Hackathon without any gender discrimination.

- Our Chairperson, the driving force behind all the success heads the institution by her innovative approach in learning and knowledge acquisition. Women faculty are heading the dept and member in the all statutory as well as decision making bodies.
- With a view to take up women's issues and problems, the cell aims at creating awareness of their rights and duties. It also provides a platform for women to share their experiences and views regarding their status in the society. Added to it suggestions for solving the problem themselves has been given through counseling. Aiming at intellectual and social upliftment of the female students, the cell stands for facilitating women's empowerment through Guest Lectures, Seminars, Awareness Programs and other welfare activities.

1. Safety and Security:

- Programs were conducted on "Stress Management for women" to relieve the stress. Counselling is to be done of learning self-defense for protecting themselves and their family.
- Campaigns were conducted on Women health and hygiene. It emphasizes the need for health and hygiene practices to be followed. Awareness about menstrual hygiene and diseases caused by the lack of it was stressed.
- Seminars were organized for the girl students and women faculty members to generate awareness about legal rights for women and girls.
- CCTV cameras are installed throughout the college premises to ensure women safety and security in all aspects.
- Active ICC and women grievance redressal mechanisms.
- 2.Counseling for Girls by Female faculties:

- A separate woman in-house Counselor will be available in the college to help the students to resolve their issues and help them to live in a safe and secure environment. The Female faculties are given salary during their maternity period. It is made as a mandatory practice to have a general

and personal counseling for girl students every semester. Schedules have been planned and allotted in the beginning of every semester to meet the students in person and address their issues.

3. Common Room

Girl's common rooms are set up to provide first aid and to facilitate the sick students to take rest.

File Description	Documents
Annual gender sensitization action plan	https://gnitedu.com/assets/NAAC/C7/7.1.1%20Action%20Plan%20for%20gender%20sensitization.pdf
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://gnitedu.com/assets/NAAC/C7/7.1.1%20Specific%20Facilities%20for%20Women.pdf

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

B. Any 3 of the above

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

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

Solid waste management:

- Various solid wastes such as cups, paper etc., are segregated in the college. They are separated as bio-

degradable and plastic waste and procurement of decomposed machine and pit for solid waste is under process.

- All non-essential documents are sent through soft copy. Single sided papers is used for printing

Liquid waste Management:

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

E-waste management:

- E-waste from labs is properly collected.
- Non-working Computers, Monitors, IC's, CDs, batteries, pen drives, Discarded or irreparable electrical & Electronic devices and Printers are discarded and scrapped on a systematic basis. Some parts useful for other systems are kept aside for future use. Students are also imparted awareness and education about E-Waste.

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

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

A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include	
7.1.5.1 - The institutional initiatives for greening the campus are as follows: <ol style="list-style-type: none"> 1.Restricted entry of automobiles 2.Use of bicycles/ Battery-powered vehicles 3.Pedestrian-friendly pathways 4.Ban on use of plastic 5.Landscaping 	A. Any 4 or All of the above
File Description	Documents
Geo tagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File
7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution	
7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following <ol style="list-style-type: none"> 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities 	A. Any 4 or all of the above
File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	No File Uploaded
Any other relevant information	View File
7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage	A. Any 4 or all of the above

including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment

5. Provision for enquiry and information :
Human assistance, reader, scribe, soft copies of reading material, screen reading

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

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

Tolerance and Harmony towards Cultural & Regional factors

Based on the lines quoted "There is no religion better than love, no color better than the color of happiness and no language better than the language of compassion." The Institute puts lot of efforts/initiatives in bringing an inclusive environment. The students and staff of this institute are from different cultural background and from different states. The staff and students belong to different communities like Hindus, Muslims, Christians etc. being their mother tongues different like Hindi, Telugu, Tamil, etc. The institution believes that "Line of control should be a garden, a place of art and cultural festival." and a very effective approach to maintain tolerance and harmony even though they belong to different communities and with different culture by organizing the events which bring the harmony and integrity among the students. The students actively participate in various extracurricular activities including Dance, Street Plays, Social Awareness programs, Fine Arts, Drama, Quiz, , etc. Constitution day is celebrated sensitizing students about the Constitution of India and also creating awareness about practicing social harmony. Faculty members and students take pledge to preserve unity,

integrity and security of the nation.

Linguistic factors:

Institute periodically organize debates, essay competitions to commemorate the festival days

Communal Factors

Students have formed various forums at the campus levels which also support and propagate the idea of diverse cultures. The institutional efforts/initiatives in the regard are as follows:

- Dahi Handi fest events have given opportunities to students from various state backgrounds to showcase their rich dance forms, culture and beliefs. These events have also seen fusion performances of all cultural dances and drama performances.
- The college celebrates religious festivals which includes Ganesha Festival, Navratri Puja etc. giving spiritual sense to the students/faculty of the Institute. Cultural activities are organized in annual social gathering for the student as well as faculty. Cultural day is celebrated where students wear clothes representing their culture.
- In the annual event, the Institute conduct the singing program to enthrall the students with rich cultural songs. Traditional dance provides enthusiasm and team spirit among students. The college organizes annual social gathering every year. It is a team event held under the Management & Principal and is entirely organized by the cultural committee including students and faculties. It helps in enhancing the leadership, organizing qualities and inculcating a sense of responsibility besides sheer entertainment for the students.

Socio-economic & other diversities

- Faculty members are appointed as Local Guardians, who are providing support to students in all aspects including guidance to apply for scholarship from Government (economic backward class, free scholarship for the schedule caste and schedule tribe and other backward classes) / Non- Government organization. The institute strives for uplifting the students and their families socially and economically.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	View File

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

The Institute takes pride in the fact that apart from preparing a sound academic foundation of the student community; the institute constantly works upon to develop them as better citizens of the country. In this regard, apart from imparting professional, legal education, inculcates a feeling of oneness among the student community through various practices and programs. Various faculties have always been in the practice of organizing activities that not only initiate but also motivate the students to adopt various practices that promote the "Unity in Diversity" of our motherland. The institute ensures that the students participate very enthusiastically in all such activities. Since the last five years, the college has strived forward with great effort to increase the level of awareness and appropriate practices amongst the students with regard to the following areas:

1. **National Identities and Symbols:** The Institute has always taken various direct and indirect steps which promote the awareness about various National Identities and Symbols. The college celebrates the Independence Day and Republic Day with great pomp and vigour. The college also organizes and celebrates the Constitution Day on an annual basis and thus contributes to the spreading of Constitutional values and ideals.
1. Independence Day is annually celebrated on 15 August, as a national festival commemorating the nation's independence with flag hoisting and several other cultural programmes.
2. Republic Day honors the date on which the Constitution of India came into effect on 26 January 1950.
3. Teacher's day (5th Sept.) is marked in the fond memory of Dr. Sarvapalli Radhakrishnan every year in the college campus. Students of the institute honour the teachers by offering flowers. Students understand the role of teachers in their career.

4. **International Women's Day-8th March:** The day is marked to respect women in society. Women's Cell of the institute organizes the event by arranging seminars and activities every year.
5. **Engineers Day** is celebrated annually on 15th September as a tribute to greatest Indian Engineer Sir. M Visvesvaraya every year. The speeches of faculties helps to make the young minds to think the role of engineers in developing India.

2. Fundamental Duties and Rights of Indian Citizens: The College has organized various academic and co-curricular activities for the propagation of the Fundamental Duties and Rights of the Indian citizens. The students have enthusiastically participated in various programs like:

- a. Academic programs like Seminar, Conferences, Expert talks, etc which have enriched the awareness about this aspects.
- b. Various activities like poster making competition, etc.

3. Constitutional Obligations: The students have participated in various activities. All these have been organized to promote the awareness about various constitutional and legal obligations. Further, apart from the above mentioned activities, the institute has also organized student centric activities and promoted their awareness about various aspects of Indian citizenship.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	https://gnitedu.com/assets/NAAC/C7/7.1.9%20Activity-%20sensititization%20of%20student%20&%20Faculties.pdf
Any other relevant information	https://gnitedu.com/assets/NAAC/C7/7.1.9%20Photos%20-%20Activites.pdf

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

A. All of the above

professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

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

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

Since its establishment, institution organizes National Festivals and Birth and Death Anniversaries of great Indian Personalities. National festivals play an important role in planting seed of Nationalism and Patriotism among people of India.

The Institute celebrates these events with great enthusiasm to commemorate the ideology of nationalism and to pay tribute to our great National Leaders. The Faculty, Staff and Students all come together under one umbrella to celebrate these occasions and spread the message of Unity, Peace, Love and Happiness.

- The Institute celebrates International Yoga day on 21st of June every year. The yoga Instructor organizes the yoga webinar and a short speech is conducted to make everyone aware on how Yoga embodies unity of mind and body; thought and action; restraint and fulfillment. Keeping its Indian values intact, the college imparts right kind of education based on moral values and ethics which makes our students responsible global citizens
- 26th January Republic Day- Republic Day is celebrated on January 26 to commemorate the adoption of constitution. On this day, various formal events including flag-hoisting and march-past are organized, which are followed by "constitution awareness program" in which students and staff members acquire information of their duties towards their

nation and rights given to them by their constitution. By organizing such type of events institute does its share to promote patriotism and also to create awareness to next generation.

- 15th August Independence day- It is celebrated every year with patriotic fervor. The air is filled with patriotic feelings that emit from various songs aired on the campus radio. The programme consists of patriotic songs sung by students and speeches eulogizing the great sacrifices made by our freedom fighters.
- 15th September Engineers day (Birth Anniversary of Sir Visvesvaraya) - We celebrate this day on 15th September consistently as an exceptional tribute to the best Indian Engineer, Bharat Ratna Mokshagundam Visvesvaraya.
- Also celebrated the Teachers day, Environment Day, International Womens Day, etc.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

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

BEST PRACTICE 1

1. Title of the Practice: Integrating ICT in Teaching Learning Process for better Academic Standards

2. Objective of the Practice:

Broadly ICT tools help to open up opportunities for learning by enabling four major key processes in transforming teaching and learning as follows:

- Access ideas and information from diverse sources through searching, locating, selecting, and authenticating material in a wide range of multimedia forms;

- Extend ideas and information through processing, manipulating, analyzing & publishing material in different multimedia forms;
- Transform ideas and information into new or different forms through synthesizing, modeling, simulating and creating material in many multimedia styles and formats; and
- Share ideas and information across local, national and international networks by interacting electronically with others in actual and/or delayed time.
- Access, extend, transform and share represent key processes by which students learn and become independent learners and self-starters. Through the processes learners express their creativity and imagination. These processes can be applied in all areas of learning

3. The Context:

During the last three decades, the changes in educational environment have been phenomenal. The model, focus, role of the learner and technology has been changed drastically from traditional instruction to virtual learning environment. Shifting the emphasis from teaching to learning can create a more interactive and engaging learning environment for teachers and learners. This new environment also involves a change in roles of both teachers and learners. The role of the teachers will change from knowledge transmitter to that of facilitator, knowledge navigator and sometime as co-learner. The new role of teachers demands a new way of thinking and understanding of the new vision of learning process. Learners will have more responsibilities of their own learning as they seek out, find, synthesize, and share their knowledge with others. ICT provides powerful tools to support the shift from teacher centred to learner centred paradigm and new roles of teacher, learner, curricula and new media

4. The Practice:

To make the practice effective following steps were followed

- Identification of skill gaps and the required set of skills for the students, taking into consideration the revised curriculum and need of the employability market.
- Motivation to use student centric ICT enabled teaching.
- ICT based Teaching Learning.

- Planning the required human and physical resources.
- Organization of training programme for faculty
- Making the infrastructure ready.
- Quality check for ICT teaching.
- Up gradation of ICT teaching and infrastructure required for the same.
- Getting feedback from students, parents and employers.
- Flip class room, NPTEL, MOOC videos, etc

5. Evidence of Success:

The integration of ICT with teaching and learning has produced some of the significant positive gains in learners' knowledge, skills and attitudes by providing the following key advantages: Explore and represent information dynamically and in many forms

- Become socially aware and more confident
- Increase motivation
- Communicate effectively about complex processes
- Develop better understanding and broader view of processes and systems

Greater problem solving and critical thinking skills.

6. Problems Encountered and Resources Required:

- Advance training for preparation and use of ICT is needed.
- Some students are unable to use e learning material prepared by faculty due to lack of proper resources

7. Notes:

Provides better Employability.

BEST PRACTICE 2

1. Title of the Practice: Creation of Awareness among Faculty and

students about their social responsibility.

2. Objective of the Practice:

To develop ethical and moral values among Faculty and students. To create harmony and peace among the Faculties and students and non-technical staff. To develop emotional quotient and spiritual quotient along with intelligent quotient. To imbibe education among the Faculties and students for the development of the society and community.

3. Context:

To develop society, the institute has decided to create engineers having social, ethical and moral values. The need of the society today is to develop budding engineers having research mindset, ethical values and entrepreneurship skill. The young generation is very volatile and it is the necessary to bring awareness among them regarding their social responsibilities.

4. Practice:

Institute conducts the program on National Service Scheme to understand the social responsibilities. Institute understands the importance of learning the life skills & organizes co-curricular, cultural programs, tours, and visits, conferences to develop interpersonal skill, decision making and values clarification. Free distribution of motivational books to school students. Institute arranges spiritual lectures on different idolized thoughts.

5. Evidence of Success :

By organizing blood donation camp, tree plantation, swachhta abhiyan, etc., community activity is promoted in the neighborhood of the institution. NSS activities also give the social ethical awareness among students. Stress management lectures will be helpful to students and staff for relieving stress and maintain peace.

6. Problems encountered and Resources:

Going to the villages and convinced them that the institute is working for their betterment is a herculean task. More budget provision needs to be made for carrying out social work.

File Description	Documents
Best practices in the Institutional website	https://gnitedu.com/assets/NAAC/C7/7.2%20%20Best%20Practices%20successfully%20implem%20ented%20by%20the%20Institution.pdf
Any other relevant information	https://gnitedu.com/assets/NAAC/C7/7.2%20B%20est%20Practice%20-%20Awareness%20of%20soci%20al%20responsibility..pdf

7.3 - Institutional Distinctiveness

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

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

So many efforts are being made for the past few years to change the Teaching - Learning Environment into activity based learning. Following are the methods adopted to transform the academic environment: 1.Changing the teaching methodology by encouraging the faculty to use power point presentation where ever required. 2.Extensive use of online - content and other Video lectures to support the Class - room teaching. 3.Students are encouraged to present poster and oral paper presentations.

Counseling system (Teacher Guardian Scheme): Every faculty member is allotted 15 to 20 students to whom one acts as a counselor. The counselor identifies the academic and personal problems of his/her ward.

In addition to the classroom interactions, following are the other methods of learning experiences provided to the students: Project work, Short term Industrial visit, Internships, Oral presentation, Seminars/ workshops, Paper presentations/ Group discussions, Providing access to e-journals and e-books, Use of ICT in delivering and learning process.

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

7.3.2 - Plan of action for the next academic year

Taking into account Covid-19 Pandemic situation and the strengths, weaknesses opportunities and challenge, the institution has the following plans for thrust towards its vision.

1. To recruit senior faculties with PhD qualification to straighten academic environment.
2. Increase the number of ranks in the University examinations.
3. To establish a research center for PhD Programme in department of Civil Engineering and Mechanical Engineering, affiliated by R. T. M. Nagpur University, built around focus themes for which GNIT Nagpur shall be known globally for national and societal impact.
4. Setup incubation centre and strengthen Entrepreneur Development Cell to produce as many entrepreneurs as possible by mentoring students.
5. To collaborate with industries in specific areas of research/technology.
6. Innovative Research, Publications and Patents.
7. Enhancement in Training Placement activities.
8. Upgrading laboratory facilities to promote research.
9. Holistic grooming of students through employability enhancement schemes consisting of aptitude, English, communication core competence.
10. Get 100 % pass percentages.
11. Encourage the students to use the digital platform for learning and manage the academic loss due to pandemic situation.