



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

GHARDA FOUNDATION'S GHARDA INSTITUTE OF TECHNOLOGY

A/P LAVEL, TAL- KHED, DIST-RATNAGIRI

415708

www.git-india.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Profile of Gharda Institute of Technology:

Padma Shree Dr. K. H. Gharda, a well-known scientist, Chemical Engineer, and industrialist, founded the Gharda Institute of Technology under Gharda Foundation initiatives in 2007. This foundation is for the benefits and development of residents of rural India by applying all suitable means available with a focus on issues like health, literacy, non-formal education, social awareness, agriculture, and technical education.

Institute offers five programs, i.e., Chemical, Computer, Mechanical, Electronics & Telecommunication, and Civil Engineering. All India Council for Technical Education, New Delhi, approved all of these courses with the affiliation of the University of Mumbai.

Along with 23.12 acres of green campus and top-notch infrastructure, GIT developed a quality culture in engineering education at the age of 13 with NAAC Accreditation, NIRF Rank, Unnat Bharat & Unnat Maharashtra Abhiyan. GIT also collaborated with the Remote center (IIT Bombay and Kharagpur), IIRS Outreach Programme, and Local Chapter of NPTEL SWAYAM and Coursera and developed ICT facilities like E-Learning Resource Center to develop students and staff members professionally and technically. More than 18 staff members have completed Ph.D. with 150+ renowned publications (including 15+ books) in Journals with National and International repute. GIT has emerged as a placement Hub in the Konkan region in Maharashtra and provides 750+ employments to the students. It has 50+ MoUs with well-known industries to provide industry-oriented expertise to the students during industrial internships and training. GIT has an active NSS unit of 100 students to promote social and outreach activities under the University of Mumbai.

Vision

VISION

- **To play a distinct role in transforming individuals into Engineering professionals for the betterment of society.**

We believe that to meet the global challenges we must have different engineering disciplines that can embrace the diverse perspectives of the technological world. We strive hard to transform individuals into engineering professionals who will work for the betterment of society. The vision statement is displayed through display boards at strategic locations on the campus and disseminated through the website, lab manuals, course files, ELRC, brochures, and various publicity materials for the benefit of stakeholders.

Mission

MISSION

- **Develop skills to apply knowledge to the profession for the betterment of society.**

- **Impart knowledge through relevant curricula.**
- **Create awareness and understanding of continuous learning.**

We value skills, excellence, innovation, and most importantly ethically strong engineers who can yield transformative results. We impart quality education through time relevant curriculum. Various certification courses were engaged for students. We encourage continuous learning and enhance career opportunities for students through industry-institute interaction and value-added courses. We promote excellence by encouraging innovative ideas and lateral thinking. We inculcate a sense of discipline and responsibility towards society through various platforms such as the National Service Scheme (NSS), Unnat Bharat Abhiyan, and Unnat Maharashtra Abhiyan. The awareness about continuous learning is enhanced through MOOCs, NPTEL, AWS Academic, Code Ninja, Udemy Courses, IIRS Outreach Centre, Coursera, etc.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. **Well Qualified and experienced teaching faculty with good retention ratio** Institute has a good blend of senior and junior faculty with experience ranging from 4 to 22 years.
2. **State-of-the-art infrastructure equipped with advanced equipment and software:** The institute has smart classrooms, laboratories with modern equipment, software, Computer Centre, and machinery which assist students to get hands-on and practical knowledge. The institute has collaborated with some of the premier institutes, agencies, and NGOs.
3. **Effective use of ICT facilities in teaching-learning and dissemination process:** The institution has a well-maintained web portal i.e. E-learning resource Centre (ELRC) accessible to students. The students have been provided the access to MOOCs of various types through Computer Centre and computer labs.
4. **Student-centric functioning with mentoring, counseling, and effective academic monitoring:** The institution has well defined Mentoring scheme to get connected with students and mentor them at a personal level. The provision of Counselling has been provided to students and staff, which assists them to be stress-free and mentally strong. The internal audits help in the improvement of faculty, which resulted in the academic promptness of the staff.
5. **Active unit of National Service Scheme (NSS) and Social Exposure through Unnat Maharashtra Abhiyan:** The institute has the NSS unit recognized by the University of Mumbai, and periodically various social activities are carried out under the scheme. Unnat Maharashtra Abhiyan provides the opportunity to staff and students to be involved in the social projects enabling socio-technical awareness.
6. **Strong in research publication, extension, and outreach activities promoted in the institute's work culture:** The faculty has research publications with good citation, impact factor, and reputed peer-reviewed journals of national and international repute. Research activities are always promoted through institutional policies and motivation.
7. Green Campus with solar lights, waste management, and energy conservation systems in place.
8. Holistic development of students and faculty through supporting facilities such as a playground, hostels, gym, residential facilities for staff, staff welfare schemes, etc.
9. Central Library has a reference section, stack section, separate reading rooms for boys and girls respectively, and e-journals access.
10. Institute-level financial assistance to meritorious students

Institutional Weakness

1. **Industry-institute interaction:** Institute tries to connect with the industry from time to time to get industrial exposure and expertise, but needs to take more effort in the same area.
2. **Moderate placement ratio to core branches:** In the last few years the placement count has increased, but the institute now focuses to get a high package salary to the students with better opportunities and expertise.
3. **Innovation and incubation efforts need to be improved:** Innovation and Incubation Cell has been formed and in active mode, but needs to take more effort.
4. **Externally funded research projects:** The institute has limited funds received from external agencies under the research project category and hence needs to be applied to the same at several platforms.
5. **Students' adoption of higher education is low:** Most of the students prefer to get placement, hence not registered for higher education. The counseling of them will be done and their awareness of the importance of higher education in the regard to better career opportunities will be conveyed positively.
6. **Activities pertaining to Alumni interaction:** Alumni are one of the important stakeholders, which should be well connected with the institute. Efforts will be put to connect them and involve them actively in the institute's activities.
7. **Limited flexibility in academic and assessment criteria as the institute is affiliated with the University of Mumbai:** The institute is affiliated with the University of Mumbai hence bound up with the rules and regulations of the same. It has limited scope in academic and assessment criteria.
8. **The rural location of the institute:** The institution is located in a rural area. Some of the students reside in various remote and hilly areas. As it is situated in the rural area, has limited access to some of the urban educational facilities.

Institutional Opportunity

1. **To arrange more number of FDPs/STTPs/National level/International level conferences/programs:** To get developed professionally an individual needs to participate and get the knowledge from various FDPs/SSTPs and/or conferences. The institute takes efforts to organize such training programs and also provides motivation through financial support to the faculty for participation in such programs.
2. **The institute has scope to initiate interdisciplinary and sponsored projects:** It is the need of the technical sphere that multidisciplinary/ interdisciplinary project works should be conducted, which empowers the interdisciplinary approach among students.
3. **Improvement in Students' technical and soft skills:** As per the dimensional changes taking place in industrial sectors, it becomes essential to provide required technical as well as soft / life skills to students. It is the opportunity to provide the same through various training sessions and to develop skill-oriented competency among the students.
4. Enhance collaboration with premier organizations in areas of research, consultancy, and expert sessions
5. **To nurture and train the entry-level average students for future challenges:** By considering the score of students in CET (entry-level tests) it is observed that most of the students are in Average to below Average ranges. To nurture them properly and to make them competent for the further credential is needed. The institute takes the opportunity to make them better.
6. To enhance student exposure through industry internship-sponsored projects and site visits.
7. **To promote student participation in co-curricular and extracurricular activities at the state, National and international level:** The institute has the opportunity to motivate students to participate

in several state/national level activities and to provide exposure to their skills and talents.

8. TEQIP and various funding accessibility upon NBA accreditation of programs. So GIT will start preparing for NBA accreditation as soon as NAAC auditing completes.

Institutional Challenge

1. **To improve the placements of students of core programs:** It has been a challenge to improve the placement scenario by providing much better opportunities, training, and industrial expertise. More efforts are needed for the placement of the students in core/non-circuit branches.
2. **To encourage students for competitive examinations and higher studies:** As various students prefer to get placed and get a job, they are needed to counsel and motivate for higher studies and to face competitive examinations.
3. **Networking and strengthening relationships with stakeholders:** Students, staff, parents, industry experts, recruiters, society representatives, industry representatives, and management representatives are some of the important stakeholders of the institution.
4. **More focus on industry-institute interaction:** The institution has the opportunity to focus much on industrial training, internships, apprenticeships, and industrial visits. Such activities help to strengthen the industry-institute interaction and relationship.
5. To provide the opportunities to students through Innovation, Incubation, Entrepreneurship Cell, and start-up activities
6. Upgrade faculty and students as per industry requirements
7. **The low enrolment in a core program and unable to attract high merit students:** It is the scenario in the admission processes that to be changed by taking some of the efforts. Students need to be counseled and motivated properly. They should be informed the future scope and opportunities in core branches. The institution takes the opportunity of the same.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Gharda Institute of Technology (GIT) is affiliated with the University of Mumbai (UoM). It offers five Undergraduate (Engineering) degree programs, which adhere to the syllabus and Academic Calendar prescribed by the UoM. The institute and departments prepare the academic calendar in line with the university's academic schedule to plan and organize academic, curricular, extra-curricular, and assessment activities.

The institute has developed a hierarchy of Deans, HoDs, and coordinators of committees to ensure planning and effective implementation of teaching-learning and allied activities. Department has a Department Advisory Board/Committee (DAB/DAC) consisting of HoDs, senior faculty, experts from industry and academia, alumni, and students' representatives, which identify gaps in the syllabus by employing feedback and interaction with stakeholders and suggest the plan to bridge these gaps. Bridge courses, guest lectures, seminars, workshops, value-added courses, project-based learning, industrial visits, and content beyond the syllabus are some measures being adopted to bridge the content gaps for student-centric learning. The institute has innovated creative methods for the delivery of the curriculum. Institute emphasizes the Conventional chalk-talk method coupled with ICT-based curriculum delivery. The choice-based electives and credit system are implemented in all programs.

Several co-curricular activities and commemorative days are celebrated to enrich students with a wide variety of co-curricular developments; gender sensitization, environmental issues, moral and ethical values, better career options, and orientation programs are regularly conducted. Holistic education is ensured through active NSS cells. Students also organize and participate in activities like debates, quizzes, and cultural events under student bodies.

Experiential learning is ensured through hands-on laboratory sessions, fieldwork, industry visits, mini-projects, significant projects, and internships through 60% of courses. Add-on certificate courses are conducted for re-skilling. Faculty contributes to curriculum development by participating in curriculum development workshops organized by UoM and Board of Studies members.

The institute obtains feedback from stakeholders (students, Teachers, Employers, and Alumni), which is analyzed and discussed in subsequent IQAC meetings. The feedback forms, summary, and action taken reports have been published on the institute website.

Teaching-learning and Evaluation

The first-year admissions are carried out through the State Common Entrance Test Cell, Government of Maharashtra. The average enrollment for the first year is about 60 percent. The reserved seats for various categories are filled according to the government's reservation policy. About 85 percent of reserve category seats have been filled in the last five years. The teaching-learning process of the institute of student-centric. Teachers use ICT tools for the effective delivery of the concepts. All the lectures were recorded and posted on the E-learning platform. Course material (open source) is also uploaded on the respective ELRC page of the subject. The examinations were conducted via Google form, and Google meets (for proctoring).

Experiential learning is ensured through projects, internships, and participation in technical events, quizzes, seminars, and conferences. In addition to final year projects, mini-project activities ensure continuity in experiential learning. Project and mini-project work also facilitate participative learning. Expert lectures by industry experts enhance their learning experience. Various value-added courses and industrial visits also help students understand industrial problems and bridge the gap between the institute and industry. Advanced and slow learners are identified based on the 12th (science PCM) /CET score, proficiency test, and teacher observation in the first semester. Faculty mentors are allotted to the students. Group and individual meetings are conducted by mentors to understand the problems faced by mentees and to review their progress.

The institute has 18 PhDs in the current year. The total faculty strength is adequate as per the AICTE norms. The average teaching experience of the faculty in the institute is above nine years. Internal and Continuous evaluation of the term work, tutorials, and practicals are ensured. Student grievances related to examinations are solved with a robust and transparent mechanism. The program and course outcomes are displayed on the institute websites and in prominent places like libraries, faculty cabins, laboratories, etc. The course exit survey measures course outcome attainment from students' perspectives. The percentage passing of final year students has increased since 2016-17 and reached 100% in 2020-21.

Research, Innovations and Extension

30% of teachers have completed Ph.D. during the past three years. One faculty has submitted a Ph.D. thesis, and two faculties are likely to submit the thesis. Apart from that, presently, fourteen faculties are pursuing Ph.D. from various universities. During the last five years, the college has organized fifty-three workshops in various departments. Many faculty members regularly participate in seminars and workshops and publish research papers in journals. During the last five years, our college faculties have published seventy-five research papers in the Journals. Out of seventy-five, sixty-one papers were published in peer-reviewed journals. Similarly, out of thirty-six, our faculties have published or presented research papers at national and international conferences and some papers as book chapters. Students are encouraged to incorporate research culture and data analysis in their project reports and class assignments. In the last five years, our students and faculties have received forty-eight awards and recognitions from various universities and government bodies. Under the head of extension and outreach programs, the institute conducted one hundred and twenty programs through NSS (National Service Scheme) and UMA (Unnat Maharashtra Abhiyan). The extension activities are monitored by the enthusiastic participation of students and faculty co-coordinators in the NSS and Career guidance cell. The Institute has been promoting the participation of students and faculty in extension activities by organizing various activities every year. Various activities have been conducted under NSS, i.e., blood donation, tree plantations, awareness regarding Yoga, GramSwachhata Abhiyan, etc. In the last five years, many activities have been conducted in collaboration with industry, community, and non-government organizations through NSS. Furthermore, nine thousand and five hundred and twenty-four students participated in making the activity successful. The institution has several collaborations or linkages for faculty exchange, student exchange, internship, and research. Institute has had three hundred and twenty-three linkages in the last five years. In the last five years twenty-one MoUs with other parties have been signed, viz., A Tech-consultancies, Inbitech Solutions, Sira Constructions, AURA Aerosol LLP, and GM's valuers and consultants. In some companies, students have been taking summer vacation training to get real-world experience.

Infrastructure and Learning Resources

Providing adequate infrastructural facilities for teaching and learning has always been a priority area for the institute. The institute has a total land area of 23.12 acres, constructed with robust structures for various academic purposes. With the foresight of additional intake, new courses, and changes in syllabus, the institute forwards requirements like building space, laboratory equipment, books and journals for the library, and IT resources to the management. The management reviews the requirements and approves if appropriate, and then facilities are created/procured by the standard procedure. The institute has planned and constructed the infrastructure which facilitates the curricular and co-curricular activities. The departments are fully equipped with the necessary infrastructure to meet the ever-increasing requirements. These include adequate classrooms, seminar halls, tutorial rooms, laboratories, and sufficient space for hosting all academic activities, as shown here. The institute has 5 Departments with **20** classrooms & **50** Laboratories.

Classrooms: Each classroom is of adequate size and has enough lighting, air ventilation, and a good ambiance. Classrooms are equipped with overhead LCD projectors to facilitate the teachers to adopt varied teaching methods. Three classrooms are also equipped with Smartboards for the interactive learning experience.

Laboratories/Workshops: Our institution has **50** well-equipped laboratories, 01 Central Computing Facility, and 01 workshops for different departments.

Tutorial rooms: 02 Tutorial rooms are available in the institute to conduct tutorial classes to address the

students' level doubts and queries.

Seminar Hall: The institute has three seminar halls with public addressing systems, LCD projectors, etc., available. Nearly **350** and **100** members can be accommodated in the seminar halls, respectively. These halls are regularly used to conduct state and national seminars at the institute..

Computing Equipment: Institute has sufficient Computing facilities with a total of **380** computers for staff and students. All computers are equipped with high-speed internet of **120** Mbps speed. ERP software is utilized to manage all processes at the institution efficiently. This facility includes student admission, change of branch, attendance record, academic management, etc. Accounts Section and Student Section and all departments utilize ERP software facilities.

Student Support and Progression

GIT is a student-centric institution. The students are continuously supported & mentored. Every step possible is taken for the development of the students. The scholarship, free ship & other government concessions are provided; in addition, various institute-level scholarships are awarded to the tune of 4.5 Lacs per year. The form filling mechanism is transparent, conveyed continuously, and aided by office staff.

The institute takes a good number of initiatives to enhance capacity building & skill enhancement of the students. The various events cover soft skills, language & communication skills, life skills & computing skills. Life skills include Yoga, Physical fitness, Health & Hygiene. Around 50 major programs have been conducted in the last five academic years.

Many activities were arranged to guide students about competitive examinations like GATE & career counseling. The topics include but are not limited to mock interviews, PSU (Public Sector Undertaking) guidance, motivational sessions, and resume writing, etc. It resulted in many students succeeding in the GATE & IELTS examinations.

The Institution has a transparent and robust mechanism for timely redressal of student grievances, including sexual harassment and ragging cases. There is zero tolerance for such grievances. The student can submit the grievance offline or online. The students can submit online through their official email id & can write to the coordinator, principal, or department head. For offline submission, they can contact the concerned faculty. The institute has an internal complaint committee, student grievance committee & anti-ragging committee. The grievances are redressed timely through appropriate committees. The guidelines of statutory or regulatory bodies are implemented.

In the student progression, quite a good number of students have been placed in the last five academic years. More than 75 students have gone for higher education as post-graduate engineering, MBA, research, etc. Student committees, associations & Alumni are also active in smooth functioning.

Thus, in summary, the institute is taking the required measures & has created the necessary platforms & infrastructure for the support & development of the students.

Governance, Leadership and Management

We strive to be instrumental in improving society through our vision and mission. The well-planned hierarchical administrative and academic structure within the institute supports our motive. The leadership formulates policies and action plans following stakeholders' inputs. The perspective plan and achievements thereof are the neat example of it.

Leadership and decentralization: The Institute has a defined hierarchy for successfully monitoring and effectively implementing plans and policies. Regular meetings of the Statutory & non-statutory committees of the institute are held as per rules to monitor the academic, co-curricular, extra-curricular, and developmental activities. The practical implementation of the plans and policies of the committees is ensured to attain the institute's goals and objectives.

Community Engagement: The Institute ensures community reach through its strong NSS Cell with the active participation of students and faculty alike. The three mega-events are activities like Blood Donation Camp, Unnat Maharashtra Abhiyan (UMA), and NSS.

Human resource management and Welfare: Well-laid welfare schemes are in place, and faculty members are funded to participate in FDPs/STTP. Faculty members are encouraged to publish research articles in reputed journals/conferences. At the end of each academic session, faculty and staff submit a self-appraisal report, which the HoDs and Principal review. Teaching and non-teaching staff are covered under Group Medi-claim Policy.

Finance: The institute's finances are managed primarily through the office of the principal and the management. Certified chartered accountants manage the external Audit System to verify budget and expenses. There is a well-documented procedure for budget finalization and mobilization.

IQAC: The Institute has established an Internal Quality Assurance Cell since 2014. The quality assurance processes regarding academics and administration are integral to the institutional policy. The institute invites students and alumni to various functions to ensure their interaction with staff members. Stakeholders provide their feedback and suggestions, which the IQAC takes up. The suggestions made by IQAC for quality assurance are incorporated. The Decision-making process is democratic, where all members contribute according to the fields of their interest and expertise.

Institutional Values and Best Practices

The institute is giving more importance to gender equality by giving equal consideration to the girl students concerning their identity and personality to be expressed on equal footing compared to boys. The college is very keen on the safety and security of the girl students and women faculties. The college promotes gender equity through various activities arranged by Women Development Committee.

The institute has facilities for alternate energy and energy conservation sources like solar lights, sensor-based energy conservation, and LED bulbs and tubes. The institution has well-established processes for managing degradable and non-degradable waste.

The institute gives importance to water conservation facilities like rainwater harvesting construction of bunds and tanks. A water recycling facility is also available. Institute takes green campus initiatives by providing a parking facility at the entry gate and restricting vehicle entry on the campus. Institute has carried out green, environment, and energy audits.

The institution has a disabled-friendly, barrier-free environment with ramps, signage, and a washroom.

The institution provides an inclusive environment through cultural events, NSS events, and blood donation camps. Institute arranges a seminar on citizens' ethical values and responsibilities to sensitize students and employees of the institution to the values, rights, duties, and responsibilities of citizens.

Institute has a defined code of conduct. Institute has a booklet **Etiquette** containing fundamental knowledge about 'Etiquettes' to be followed by each GITian (student and staff).

Institute celebrates/organizes national and international commemorative days, events and festivals. The institute helps the student's relationship with the cultural heritage and connect with their roots by inculcating the importance of protection, preservation, and propagation of Indian culture.

Institute follows many good practices like the Area Adoption Program (AAP), e-LRC (e-Learning Resource Centre, use of ICT tools in effective teaching and learning process, mentorship program, Counselling for student and faculty, etc., various programs for women's development, NNS activities for understanding ethical values and responsibilities, etc.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GHARDA FOUNDATION'S GHARDA INSTITUTE OF TECHNOLOGY
Address	A/P Lavel, Tal- Khed, Dist-Ratnagiri
City	Khed
State	Maharashtra
Pin	415708
Website	www.git-india.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Sachin Kishor Patil	02356-665555	9767503463	02356-262980	principal@git-india.edu.in
IQAC / CIQA coordinator	Nitin A. Kolekar	02356-6655550	8888260267	02356-262980	iqac@git-india.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	01-01-2007

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

State	University name	Document
Maharashtra	University of Mumbai	View Document

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	25-06-2021	12	Applied for Extension of Approval

Details of autonomy

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	A/P Lavel, Tal- Khed, Dist- Ratnagiri	Rural	23.12	32555

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Chemical Engineering	48	HSC Diploma or BSc	English	60	37
UG	BE,Mechanical Engineering	48	HSC Diploma or BSc	English	60	17
UG	BE,Computer Engineering	48	HSC Diploma or BSc	English	60	60
UG	BE,Electronics And Telecommunication Engineering	48	HSCDiploma or BSc	English	60	21
UG	BE,Civil Engineering	48	HSC Diploma or BSc	English	60	21

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	5				10				46			
Recruited	0	0	0	0	0	0	0	0	36	5	0	41
Yet to Recruit	5				10				5			
Sanctioned by the Management/Society or Other Authorized Bodies	2				8				9			
Recruited	2	0	0	2	8	0	0	8	8	1	0	9
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				23
Recruited	8	2	0	10
Yet to Recruit				13
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	8	1	0	9
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				28
Recruited	18	1	0	19
Yet to Recruit				9
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	2	0	0	9	0	0	13
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	0	0	27	5	0	34
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	4	0	0	0	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	8	1	0	9
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	852	0	0	0	852
	Female	239	0	0	0	239
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	63	52	68	77
	Female	34	24	20	18
	Others	0	0	0	0
ST	Male	3	2	4	3
	Female	0	1	2	3
	Others	0	0	0	0
OBC	Male	277	233	258	273
	Female	85	74	76	80
	Others	0	0	0	0
General	Male	376	358	374	391
	Female	96	98	91	94
	Others	0	0	0	0
Others	Male	114	96	76	75
	Female	38	34	25	24
	Others	0	0	0	0
Total		1086	972	994	1038

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Gharda Institute of Technology is affiliated to University of Mumbai and is committed to transform itself into a holistic multidisciplinary institution. The vision of the institute is to play a distinct role in
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	<p>transforming individuals into engineering professionals for betterment of society. Imparting knowledge and relevant curricula designed and developed by University of Mumbai as an affiliated institute. Being an institute imparting engineering education, STEM(Science, Technology, Engineering, and Mathematics) courses have been delivered since inception. English language, soft skills, management, communication, environmental science are being taught from the humanities stream. In the curriculum some of the courses have modules/units from the areas of humanities. Learners have the scope to participate in Synergy-annual cultural programs, Celebrations of Indian festivals, National Social Service(NSS) activities, Annual sports program, industry sponsored projects and projects with societal benefits. Institute is participating in Unnat Bharat Abhiyan/Unnat Maharashtra Abhiyan, also participating in CITARA Institution is offering credit based courses and projects as per University of Mumbai curriculum in engineering and technology. Curriculum has departmental and institute level optional courses to accommodate the multidisciplinary engineering education. Institute is obliged to offer a multidisciplinary flexible curriculum and multiple entry-exits. University of Mumbai has already started revising the curricula according to the requirements of NEP. Institute is engaged in multidisciplinary projects. Many such projects have been undertaken by institute students and faculty which are useful to industry and society. The research and project work is undertaken in the areas of water storage, water purification, greywater treatment, biogas generation, sustainable materials, waste plastic utilization, and solid waste management. Institute is undertaking research and projects of interdisciplinary and multidisciplinary nature. Every year a student is required to complete the minor/major project in a group during the program.</p>
2. Academic bank of credits (ABC):	<p>Digilocker account is created for the institute. The principal of the institute is the owner of the Digilocker and is acting as nodal officer. A national depository account has been created and maintained. Institute has started publishing data using Digilocker. Institute has registered under the Academic Bank of Credits (ABC) through NAD. Institute has planned to</p>

	<p>conduct an awareness program for stakeholders about NEP, Digilocker, National Academic Depository and Academic Bank Credits. Institute is committed and will make all-out efforts to the internationalization of education, and joint degrees between Indian and foreign institutes through collaborations to enable credit transfers. Faculties are encouraged to attend the programs in their specific domain of expertise and design and develop curricular pedagogical approaches within the framework defined. Many of the faculty have attended courses offered by NPTEL, SWAYAM, ATAL, and other MOOC platforms. Faculty have participated in content translation work of such platforms. Faculty is actively participating in curriculum design and development, publishing books, research articles, reports, assignments, assessments, question bank, and question paper setting. Institute is poised to institutionalize the Academic bank of credits in view of NEP 2020 and participate as per the scope available to the affiliated institute of the University of Mumbai.</p>
<p>3. Skill development:</p>	<p>To cater to the needs of vocational education, the Institute has established a GIT skills vocational training centre on campus. The centre is registered with MSSDS/NSDC. The centre offers __number of programs. Soft skill programs are delivered through the Training and Placement Cell of the institute. The institution is providing value-based education through Women development cell, NSS, tribal research and training committee, Maitri Sangh, nature club, Manthan club, disaster management committee, and department of sports to inculcate positivity amongst learners by conducting expert lectures on gender equality, citizenship values, constitutional and human value, ethics, truth, peace, sustainability, love, non-violence and life skills</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>In accordance with the new National Education Policy (NEP) 2020 that moots regional language as the language of instruction, the All India Council for Technical Education (AICTE) granted permission to very few colleges across the country to offer select engineering courses in regional languages. Most engineering education in India is delivered in English. Efforts are being made to translate the courses into regional languages and deliver them. GIT is committed to deliver engineering education in the Konkan region and is situated in a rural area.</p>

	<p>Most of the students come from vernacular language backgrounds, and the content delivered in the classroom by the faculty is trilingual (English, Marathi, and Hindi). As of date, the institute is not offering any courses in the Indian language. Currently, the Institute library has a collection of books from languages, history, arts, culture, traditions, English, Marathi, and Hindi. This collection will be expanded to accommodate STEM books from the Marathi and other regional languages. Efforts will be to deliver at least a few courses/modules/units in bilingual mode depending upon the scope.</p>
5. Focus on Outcome based education (OBE):	<p>Vision and Mission statements have been defined for the Institute level and Program level. Program educational objective (PEO) Program outcomes (PO) are defined for every program. Course outcomes (CO) are defined for every course offered under the curricula of the University of Mumbai using Bloom's taxonomy. Course outcomes are measured through direct and indirect tools defined by faculty. Certain co-curricular and extracurricular outcomes are measured using rubrics. Course and learning outcomes are mapped to program outcomes/graduate attributes. Program outcomes and Program educational objectives are measured at the end. Two programs of the institute have faced the NBA in 2014-15. From the Academic year, 2012-13 onwards institute has opted for outcome-based education (OBE). In every program, there exists a program assessment committee (PAC) to look after outcome-based education. An active IQAC cell is working at the institute level.</p>
6. Distance education/online education:	<p>Institute has established an E-learning center (ELRC) to accommodate distance/online learning. Every course delivered during pandemic COVID-19 is video recorded. The course syllabus, teaching plan, question papers, presentations, notes, videos, and references are being made available for distance/online learning. Few courses, seminars, programs, workshops, and expert lectures are delivered through blended mode. Faculty are encouraged to share their knowledge through youtube channels. The E-learning center was established for the purpose of distance learning and e-learning is a practice that benefited the students of the institute. Every student is being given login credentials for this</p>

purpose. Students can download/view the contents as per the requirements.

NAAC

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
297	284	250	235	222
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	5	5	5

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1086	972	994	1038	1144
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
116	118	117	97	97

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
305	263	245	308	356

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
61	61	61	61	61

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
61	61	61	61	61

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 24

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
402.93	543.51	550.86	590.71	664.64

4.3

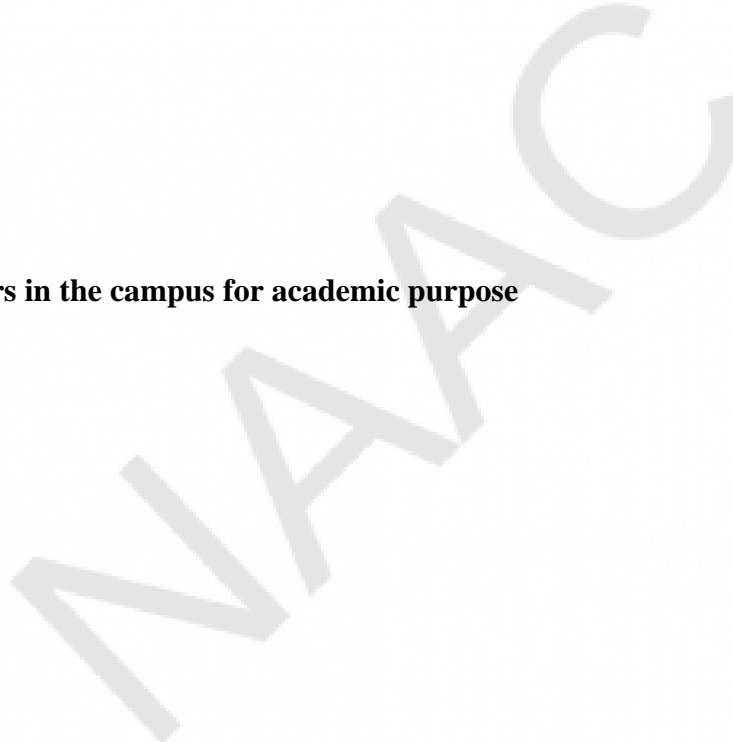
Number of Computers

Response: 350

4.4

Total number of computers in the campus for academic purpose

Response: 300



4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

1. Curriculum planning and implementation

Before the start of each semester, the Principal organizes a meeting with the Heads of the Department (HODs) and Dean Academics to plan the Academic Calendar which is circulated among students and faculty.

HOD invites preferences of subjects to be taught in the preceding semester from the faculty members. Based on the subject expertise and preferences, the HODs allocate subjects and practicals to faculty members. Before the beginning of the academic activity, each teacher prepares the teaching and theory/practical/tutorial plans. The teaching plans are displayed on the E-learning resource center (ELRC). Such records are appended in the course file which contains

- Course details
- Vision and Mission Statements
- Individual timetable
- List of COs and POs and their mapping
- Teaching and practical/assignment/tutorial work plan and record of course delivery
- Record of lectures and practical attendance
- Records of continuous assessment of each student
- Record of project work engagement and progress

2. Classroom learning

A classroom lecture session is a combination of traditional chalk and board, presentations using ICT facilities, and teaching aids. Classroom learning is a synchronous method of learning where there is one-on-one interaction between the student and the teacher happens. Basic concepts/ fundamentals are covered during classroom teaching whereas when the concepts are not clear in the traditional approach then classroom lectures are supplemented by tutorials and other asynchronous modes.

3. Laboratory learning

- Actual laboratory performance/setup is done by the students as individual or group practice.
- Demonstrations are done by faculty with the help of lab assistants
- Laboratory/term work/tutorial learning material is prepared and furnished to Students through ELRC
- Time slots for laboratory/term work are specified in the timetable as per the academic calendar.
- Internal and external assessment of laboratory courses is completed as per the academic calendar.

4. Institute learning processes

- Observation of performance of students in classroom/practical/term work/tutorial is done by faculty.
- The faculty generates a report for the attainment of course outcomes.
- Analysis of students 'feedback is done by Feedback Committee.
- Continuous assessment of the performance of the students is done for laboratory/tutorial/project work.

5. Academic audit

- Course file records are assessed by HOD twice a semester.
- The Academic Audit Committee audits these records to identify areas for improvement.

6. Mentoring

- Every faculty member is assigned a group of students as mentees.
- The mentor conducts a meeting with the mentees, records their complaints, suggestions, requirements, and grievances, and guides them appropriately.

7. Institute level support

- GIT's sponsored scholarship to meritorious and needy students
- Recording of lecture
- Encourages the faculty to pursue higher studies.
- Encourage the faculty to attend national/international conferences, seminars, and training programs.
- Availability of Wi-Fi, INternet, and Intranet connectivity

8. Argumentation to curriculum delivery

Institute ensures effective curriculum delivery by traditional approach along with additional means like

- NPTEL/Swayam
- IIRS Outreach Centre by ISRO
- Coursera
- E-learning
- Library facility
- Vocational Training Programs
- Industry-sponsored project
- Guest lectures
- Soft skill development program
- Central Computing Facility

The academic infrastructure is augmented with ICT based facilities

File Description	Document
Link for Additional information	View Document

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

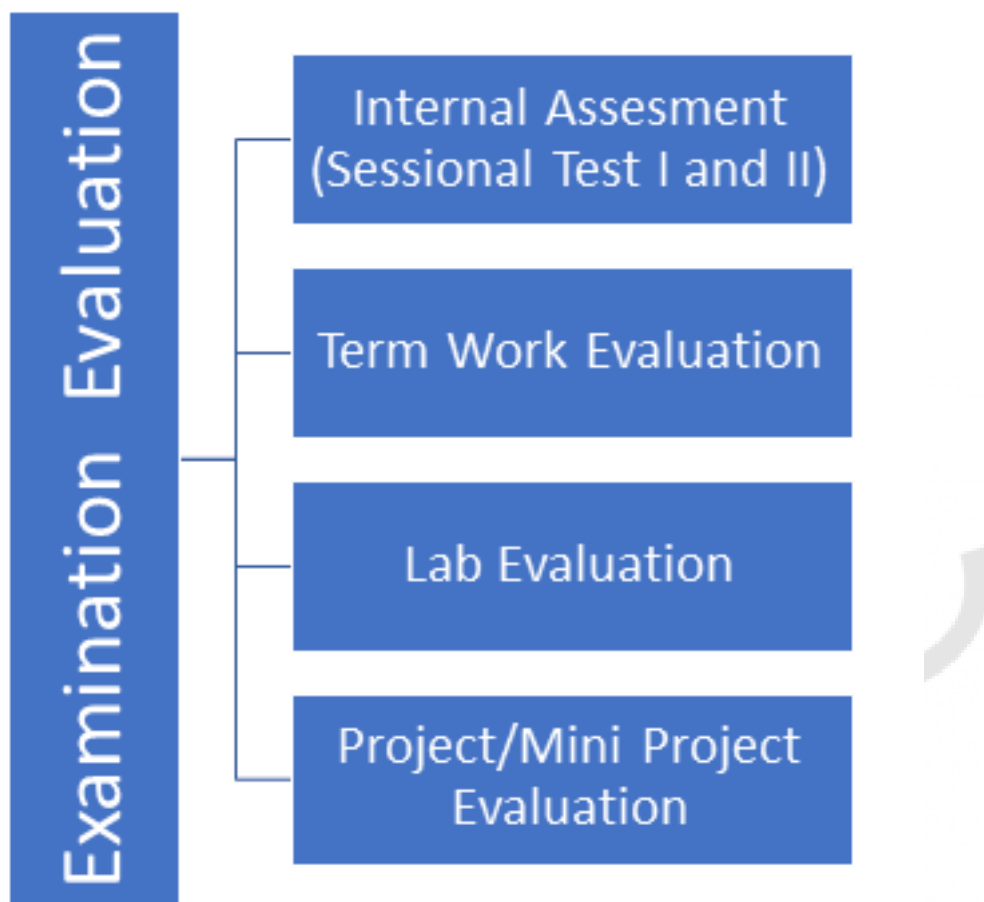
Response:

The institutes' and Departments' academic calendars publish a schedule of CIE. Assessment of performance is an integral part of the teaching and learning process. The institute adopts continuous Internal Evaluation (CIE) to assess all aspects of student development on a continuous basis. Students are made aware of the evaluation process through the orientation programs/bridge course/the intro lecture of the course.

Two Sessional exams are conducted prior to the University exam each semester. The timetable of the same is displayed prior to one week on the departmental notice board. Question paper is prepared by faculty and submitted to the Sessional exam coordinator at a specified time. The Institute has a separate centralized exam cell to conduct these examinations. To take care of all assessment activities, the exam cell is headed by the exam cell coordinator and supported by the Head of the departments. A Centralized evaluation system is followed. COE with his team ensures smooth evaluation of answer scripts. Answer scripts are evaluated within 7 days after the exam conduction.

For some courses, there is a continuous evaluation during the semester through lab work, assignments, and mini-projects. In this regard, the faculty evaluates the regular performance of the student for every experiment which includes regularity, procedure, results, viva, and promptness in the submission of records, and the marks obtained are recorded against each experiment in the student record. As part of the internal assessment of projects, The students of each department are divided into groups of a maximum of 5 students, and each group fixes the title of their project. The project progress is monitored by a guide on weekly basis and reviewed on monthly basis.

- An academic calendar in line with university and AICTE guidelines is communicated to all.
- The class timetable is prepared and displayed before the commencement of the semester.
- All faculties prepare course files and teaching/practical plans and get approved by HOD, Teaching, and learning are carried out by all faculties with the help of chalk and board and other teaching aids.
- Faculty submits class attendance every month. Every month department's academic progress is reviewed through MIS by the Principal.
- Internal tests are carried out (Sessional Exam-I and -II) as per the schedule in the academic calendar.
- A monthly review of students' attendance is carried out and a report of defaulters is communicated to parents. Attendance/monitoring.
- The Attendance Committee of the institute keeps the records.
- A review of university examination results is done by the Principal and HODs.
- Review and evaluation of project work of students are done by Guide and HOD.



File Description	Document
Link for Additional information	View Document

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 last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document

1.2 Academic Flexibility

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

Response: 100

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

Response: 5

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 20

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2020-21	2019-20	2018-19	2017-18	2016-17
4	5	6	3	2

File Description	Document
Institutional data in prescribed format	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document

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

Response: 18.79

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

2020-21	2019-20	2018-19	2017-18	2016-17
461	208	139	120	52

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

1.3 Curriculum Enrichment

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

Response:

To integrate the issues relevant to gender, environment and sustainability, human values, and professional ethics, the institute has imbibed courses. Some enhance professional competencies as well as social and human values, and environmental sensitivity, thereby leading to the holistic progress of students. The courses on Human Values, Professional Communication and Ethics (total courses 13), and Environmental Engineering (Total courses 09) are embedded in the curriculum of all programs.

Human Values:

The importance and effectiveness of Human Values have been introduced in the Induction Programme to be offered to first-year students. It emphasizes Universal Human Values which attain the student to explore oneself and experience the joy of learning, prepares one to stand up to peer pressure and take decisions with courage, be aware of relationships and be sensitive to others, and understand the role of money in life and experience the feeling of prosperity. The need for character building has been underlined. As an integral part of student engagement in social activities during their program of study, the institute also appeals to students to enroll as NSS Volunteers. It aims at inculcating values, ethics, and socially responsible qualities. Students organize street plays, awareness campaigns, Debates, Blood Donation Camps, etc. during NSS activities.

Professional Ethics:

A course of three credits on Professional Ethics, "Professional Communication and Ethics" (part I and II) is offered as a subject to all the students in semesters II and V. The course "Management Information System" of 3 credits is offered to all students in semester VII (Institute Level Optional I). In these courses, the demonstration and practice of fundamentals of interpersonal and professional communication, speaking skills in social and professional situations along with the personality traits and social etiquette are covered and delivered to students. It helps to understand the importance of ethical and personal code and its integration with norms of Organizational behavior.

Gender Sensitivity:

Gender sensitization is accomplished through the amalgamation of theory and practice. There are many activities that enable students to interface with real-life situations such as field work, community outreach, and gender sensitization activities under the Women's Development Committee (WDC). WDC was constituted and has been functioning in a formal sense since 2007-08. The cell aims to enable lady faculty and girl students to explore their imminent potential in all aspects, providing a congenial working environment for them. Events such as "Gender Sensitization and Social Responsibility", Women's Day Celebration, and lectures on Women Empowerment and Great Women Personalities are conducted.

The institute's efforts toward gender equity are visible at this link on the GIT site.

Environment and Sustainability:

A course "Environmental Engineering" are included in the curriculum. The basic rationale behind this is to sensitize the importance of the role of sanitation and its relation to public health and the environment. In order to sensitize students about the environment and sustainability issues, a number of activities such as seminars, workshops, guest lectures, industry visits, and field excursions were organized for students.

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

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 23.69

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
84	61	57	57	48

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Institutional data in prescribed format	View Document

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

Response: 27.72

1.3.3.1 Number of students undertaking project work/field work / internships

Response: 301

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: A. All of the above

File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

- 1.Feedback collected, analysed and action taken and feedback available on website
- 2.Feedback collected, analysed and action has been taken
- 3.Feedback collected and analysed
- 4.Feedback collected
5. Feedback not collected

Response: A. Feedback collected, analysed and action taken and feedback available on website	
File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 59.67

2.1.1.1 Number of students admitted year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
171	128	173	203	220

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
300	300	300	300	300

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 68.52

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

2020-21	2019-20	2018-19	2017-18	2016-17
76	66	73	74	80

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

- The performance of advanced and slow learners is monitored to assess the improvement and progress in their academic performance. At entry-level, advanced and slow learners are identified from performance in diagnostic tests, 12th (PCM) score, performance, and punctuality during lectures/practicals, and observations of course coordinators in the first semester.

Advanced learner

- Advanced learners are encouraged to appear for competitive examinations.
- Lectures on advanced topics in their branches are arranged with reputed professionals in the field.
- Interaction with industrial and research experts is facilitated through seminars, conferences, guest lectures, and competitions.
- They are motivated to study diverse technical topics; which are in a recent discussion on the global platform. They are also encouraged to use this study, to showcase on different platforms.
- Whenever required classes for GATE preparation are conducted.
- Industrial visits and other value-added courses on advanced topics help these students to acquire advanced knowledge.
- Outreach activities and industrial visits help students in increasing their competitiveness.

Slow learner

- Teachers are available all the time through online or offline mode for addressing the issues of slow learners.
- Students are encouraged to get clarified doubts from teachers.
- The teacher repeatedly teaches the content as per the requirements of slow learners. The teacher informs the parents regarding improvement in the performance of their ward on regular basis.
- The teacher uploads note to the E-learning resource center to understand the content easily.
- Teachers sincerely take efforts to give personal attention to these students.

- Video lectures uploaded on the ELRC website of colleges help these students to revisit the topics and understand the concepts.
- Remedial classes are conducted on the selective subjects whenever required.
- Considering the importance of communication in the professional world, refresher courses on grammar are conducted for students.

Diagnostic test and proficiency Module for Students

- As an integral part of the First Year (FE) induction program and to assess the student's basic awareness in fundamental tests like English, mathematics, chemistry, physics computer, the Proficiency module along with the Diagnostic test was started in the academic year 2019-20. The performance in these tests along with academic performance gives a better idea about advanced and slow learners.

File Description	Document
Upload any additional information	View Document
Paste link for additional Information	View Document

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

Response: 17.8

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

Institute adopts student-centric methods for the teaching-learning process for a better understanding of the concepts. Project and mini-project work facilitate participative learning and problem-solving capacity building. Internships and industrial projects facilitate experiential and participative learning. Participation in technical events, certificate programs, and guest lecturers increases the problem-solving ability of the students. E-learning resource center helps in understanding the subject better and hence increases problem-

solving abilities.

Experiential learning is facilitated through internships, industrial training, and UG projects involving problem-solving methods. These projects are based on industrial problems and hence increase the problem-solving abilities of the students. Participative learning through the project and mini-project work, and participation in various conferences, seminars, and project review meetings increase the interaction among students and staff. Project activities in nearby industries enhance the employability of the students by exposing them to the actual working atmosphere. Students organize technical events including competitions based on problem-solving, quiz competitions, and paper presentations, and excel in these activities. In many subjects, mini-projects are part of the term work.

In addition to this, student-centric learning includes guest lectures, workshops, and seminars by resource persons from eminent institutes and industries. It helps to gain industry knowledge and facilitates sharing of valuable experience. Projects are allotted based on the interest and inclination of the students towards a certain area of interest or subject. A thorough understanding of the subject is ensured during practical. Students are provided with class notes on regular basis. During the Covid- 19 pandemic, all online lectures were recorded and shared with students. Thus, it was ensured that the teaching-learning process is student-centric and that students with poor connectivity can access the lectures anytime during the pandemic. To ensure the need of the students, GATE questions are uploaded on subject websites for selected subjects. Also to cater to the need for advanced knowledge, some faculty members devote few lectures to advancements in the subject other than the syllabus.

Participative learning is ensured through project review meetings where students can interact on specific topics and exchange their work/knowledge with each other and with teachers. Mini projects are allotted to the students in the second year to ensure continuous experiential learning. The project topics are based on innovative ideas and methodologies. Also, many projects based on environmental issues, water reuse, recycling, and other sustainable practices are carried out by the students. The college promotes activities of professional associations which enhance participative learning. Students are exposed to problem-solving methodologies through industrial projects, technical festivals, quiz competitions, etc.

File Description	Document
Upload any additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

The teaching-learning process of the GIT is progressively evolving towards the use of modern information and communication systems. Institute has adequate computing and communication facilities. The institute is equipped with Information and Communication Tools and ICT-based infrastructures like classrooms, Multimedia Hall, Seminar Hall, Conference Hall, and Auditorium for an effective teaching-learning process. These sections have ICT tools & facilities like; Smartboard, LCD Projector, LAN, Wi-Fi, PA systems, and Speaker sets wherever required. Faculty members are provided with a computer with internet

connectivity. Internet, intranet, and Wi-Fi connectivity with provided throughout the college campus. This enables faculty and students to access online tools for an enhanced teaching-learning experience. Connectivity with 120 Mbps ensures a smooth internet experience.

Teachers use ICT for the assimilation of cutting-edge knowledge and delivery of the same. The platforms servicing Massive Online Open Courses (MOOCS) are being utilized efficiently by the faculty. Faculty is proactively doing certification courses of Swayam /NPTEL, and Coursera and succeeding in the relevant examinations. During the COVID-19 lockdown, the institute provided adequate support in terms of connectivity and teaching platforms.

Provisions Utilization in COVID

The most widely used platform for lecture delivery was Google meet. All the online lectures conducted during the lockdown period were recorded and were made available on the eLearning Resource Center (eLRC). Term work submissions and assessments were carried out via Google forms/Google Classroom/Email. The internal assessment tests, end-semester examinations, and practical/ oral examinations were carried out through Google platforms. Also, the platform was used for conducting faculty development programs, online industrial visits and guest lectures. The successful conduction of three faculty development programs (AICTE-ISTE approved) by the Chemical Engineering Department in online mode is one such example of effective utilization of ICT tools. Also, a Faculty (Prof C S Shinde) contributed to the ICT development through the Android app for attendance records, class tests, and performance monitoring of the students in the first year. In the pre and post-lockdown period also Online subject help is provided in the form of syllabus, teaching plan, question papers, presentations, e-books, faculty notes, lecture videos, and flash animations for all Engineering Subjects in a structured format. Students used the online platforms and tools provided by the institute to a great effect. The online platform was used effectively by the students for conducting online quizzes, paper presentations, project exhibitions, etc.

In the post-lockdown period, the traditional teaching augmented with the help of ICT-enabled facilities provide an enhanced teaching-learning experience. Also, guest lecturers of eminent scholars across the globe are being organized. The faculty in the institute is actively involved in facilitating such interactions of students with industrial experts and eminent speakers/experts in research and academia. The combination of modern ICT tools with conventional classroom teaching is truly an effective, enriching, and exciting aspect of the teaching-learning process of the institute.

File Description	Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.	View Document

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

Response: 24.68

2.3.3.1 Number of mentors ?????????????? ???????

Response: 44

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

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

Response: 100

File Description	Document
List of the faculty members authenticated by the Head of HEI	View Document
Institutional data in prescribed format	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 18.36

2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
17	15	12	8	4

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 9.23

2.4.3.1 Total experience of full-time teachers

Response: 563

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

2.5 Evaluation Process and Reforms**2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode****Response:**

Continuous internal evaluation (CIE) has been adopted by the institute to assess all facets of students' progress. CIE has been parted into three different heads of evaluation i. e. evaluation of theory, Practical and/or Oral and Project works. For theory subjects; internal theory examinations have been conducted twice a semester before the commencement of the University Theory examination. Students are made aware of the evaluation process through the orientation programs at the beginning of the semester. The academic calendar in line with the university is communicated to all prior to the commencement of the semester. The circular and the schedule of internal assessment tests are prepared as per the university guidelines and the same is communicated to students well in advance. The invigilation schedule is prepared by the departmental examination coordinator & communicated to the concerned faculty well in advance. The examination is conducted centrally under the observation of the Examination In charge. The assessment of internal examinations is completed within 7 days from the date of the end of the examination.

Term work is part of continuous assessment. The content in the term work varies subject to subject as per the guidelines given in the curriculum set by University. The Course Coordinator will assess the term work regularly & finalize the term work marks.

The evaluation of Practical/Oral and Project works have been conducted at the end of the semester by internal and/or external examiners respectively. The circular and the schedule of the External Oral/Practical examination are prepared as per the university guidelines and the same is communicated to students well in advance.

The Final Year students are allotted guides & topics for the project at the beginning of the 7th semester. Under the project work; students have been divided into groups of 3 to 4 each. Review and evaluation of project work of BE students are done by Guide and HOD regularly. A modular outcome-based report is prepared to check the achievement of course outcomes at the end of the semester.

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

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

Response:

A transparent, time-bound, and efficient method is being followed in GIT to deal with internal examination-related grievances.

Assignments/Tutorials

Faculty evaluates assignments or tutorials based on the rubric which is also shared with the students. The rubric consists of criteria- timely submission, clarity, neatness, etc. The evaluated assignments or tutorials are given back to students thus maintaining the transparency of the marks assigned and resolving grievances if any.

Laboratory Experiments

The experiment performed in the laboratory by the student is immediately evaluated by the faculty and the performance marks are assigned based on the laboratory rubric designed by the faculty. The laboratory rubric is given in the lab manual which is shared with the students well in advance before the practice is conducted. The laboratory submissions are taken in the file, and the marks given by the faculty are available to the students immediately, this provides a transparent way for students to reflect on their strengths and areas of improvement.

Project/Mini project Evaluation

In a semester minimum, two internal evaluations of the project and mini-project are conducted in front of the panel consisting of a group of faculties. The rubric is designed for these two presentations having criteria- the quality of problem formulation, literature analysis, presentation, teamwork, etc. With these systems in place, College very well exhibits transparency in the mechanism of dealing with grievances related to the internal assessment.

Further to avoid unfair means in the internal examinations, the institute has the provision of an active and vigilant Internal Squad. This committee is the Unfair Means Committee. The students have been monitored randomly by this committee during the examination. Also, this committee interacts with the student who are found guilty & their parents, prepare a report & recommend suitable action.

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

2.6 Student Performance and Learning Outcomes

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

Response:

In strict compliance with the objectives of Outcome-Based Education (OBE), the Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) are framed by the departments offering the concerned program after rigorous consultation with all faculty. After attainment of consensus, the same are widely propagated and publicized through various means such as display and/or communication specified as:

- Website
- Classrooms
- Laboratories
- Student Induction Programmes
- E-Learning Resource Centre
- Faculty meetings
- Faculty Course Files
- Students' Term Work Submission Files
- Laboratory Manual

While addressing the students at the Orientation session/Subject Intro lecture, the faculty and HOD create awareness of POs, PSOs, and COs.

Course outcomes (COs) are direct statements that describe the essential and enduring disciplinary knowledge, abilities that students should possess, and the depth of learning that is expected upon completion of a course. They are clearly specified and communicated during the lecture hours.

The Course Outcomes are prepared by the course coordinator by discussing with senior faculty while referring to the syllabus. Finally, they are discussed in the concerned department's meeting course-wise and approved.

Program Outcomes (POs) are broad statements that describe the professional accomplishments which the program aims for, and these are to be attained by the students by the time they complete the program. POs incorporates many areas of inter-related knowledge, skills, and personality traits that are to be acquired by the students during their graduation.

Program-specific Outcomes (PSOs) are the specific skill requirements and accomplishments to be fulfilled by the students at the micro-level and by the end of the program. The Programme Co-ordinators/HODs prepare the PSOs, usually two to four in number, in consultation with faculty.

File Description	Document
Upload COs for all courses (examples from Glossary)	View Document
Upload any additional information	View Document
Paste link for Additional information	View Document

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

Response:

Each course has a defined set of course outcomes and corresponding evaluation criteria. The course outcomes are mapped to the program outcomes which are used to provide the quantitative measurement of how well the program outcomes are achieved. The performance of the students in the examinations during the semester in each course is used to compute the level of attainment of the POs and PSOs through the mapping of questions to COs and COs to POs and PSOs. CO-PO & PSO mapping for all the courses in the program is prepared by the program coordinator in consultation with other faculty members.

CO Attainment

Assessment methods include direct and indirect methods. The process of course outcome assessment by the direct method is based on mid examinations, end -sem examinations. Each question in mid/semester end/assignment/quiz is tagged to the corresponding CO and the overall attainment of that CO is based on the average mark set as a target for final attainment.

1. **Internal Tests** are conducted twice a semester and each of them covers the evaluation of the entire relevant COs attainment.
2. **End Semester Examination** is based on descriptive and MCQ, and a metric for assessing whether the entire COs are attained.

The indirect assessment is done through the Course Exit Survey.

Rubrics

Rubrics are formulated for the assessment of Laboratory, Mini projects, Major projects, Seminar, and Internship courses. The attainment of Course Outcomes of all courses with respect to set attainment levels is given under.

The attainment of each CO is computed by setting the target. The COs of each course is mapped to POs & PSOs with weights of 3 to 1.

File Description	Document
Upload any additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 95.41

2.6.3.1 Total number of final year students who passed the university examination year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
301	263	232	281	329

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

2020-21	2019-20	2018-19	2017-18	2016-17
305	263	245	308	356

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.51

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 3.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.75	0	0.5	1.15	0.8

File Description

Document

Institutional data in prescribed format

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 32

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	1	3	1

3.1.2.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	5	5	5

File Description	Document
Supporting document from Funding Agency	View Document
Institutional data in prescribed format	View Document
Paste link to funding agency website	View Document

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years

Response: 35

3.1.3.1 Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
11	4	10	3	7

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.2 Research Publications and Awards

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

Response: 1.03

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

2020-21	2019-20	2018-19	2017-18	2016-17
13	16	14	15	5

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

3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0.59**3.2.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
14	8	5	3	6

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

3.3 Extension Activities**3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.****Response:**

The institute has active unit of the National Service Scheme (NSS). NSS unit of the institute has organized various activities in line with the awareness of Covid 19 and the vaccination process. Regarding the same, the 'Quiz on Corona Awareness' has been organized along with it the online session on the Use of the 'Arogya Setu App' had been delivered by the students. All the students had started using the app, and their parents were given the same information and tried to create awareness. The students have great sensitivity regarding the poor people from slum areas.

During the lockdown period, students visited a few slum areas and offered food and other required help to such people at Mahad Bus Stand (Dist: Raigad). During the flood conditions at Chiplun (Dist: Ratnagiri), the NSS unit distributed food packets and flood relief material. Annual Quality Assurance Report of GIT including routine things in the flood-affected areas of the Chiplun region. Through such activities, students learned the importance of helping hands and developed their sensitivity for the same. In the Konkan region, the water storage problem in summer is the primary social obstacle. To provide the solution with less expense, the students of the Department of Civil Engineering had constructed WaterTank by the 'Use of Ferrocement Technology' at Anari (storage capacity: 25000 Liters) and Kalambaste villages (Dist: Ratnagiri) (storage capacity: 15000 Liters) in collaboration with Jalvardhini Pratishthan NGO, Mumbai. Around 1200 people are facilitated with the provision of drinking water in their area.

Through such activities, the problem-solving approach among the students has been developed. Furthermore, the experience helps them bridge the gap between practical and theoretical knowledge and

widen the social consciousness with the holistic maturity of the students. Similarly, numbers of extensions have been carried out under NSS, and are listed in the table along with their impact.

Sr.	Name of extension activities	Impact
1	Blood Donation Camp	Lowers the risk of heart disease and heart attack Lowers the iron stores in the body May reduce the risk of developing cancer Improve the healthiness of the liver
2	Kargil Shourya din celebration	To create awareness about the contribution of the nation
3	Rashtriya Vaigyanik Din Celebration	To create awareness about the need for invention in day
4	Yuva Mahiti Doot Program	To create awareness about the installation of the Yuva on the mobile
5	Celebration of National Sports Day & Fit India Campaign	Spreading the awareness about the importance of sports, and overall health in real life
6	Flood Relief Activity	To provide flood relief material to the affected people.
7	Road safety week	To create awareness about the traffic rules and regulations ultimately it leads to reduce the accidents.
8	Awareness about Cleanliness	Hand washing avoids the spreading of germs (like bacteria) others that cause disease
9	Hospital Premises cleaning activity	It prevents the spread of germs that can endanger individuals already at risk

File Description	Document
Paste link for additional information	View Document

3.3.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 21

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	5	4	2

File Description	Document
Institutional data in prescribed format	View Document
e-copy of the award letters	View Document

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**Response:** 83**3.3.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
15	16	21	13	18

File Description	Document
Reports of the event organized	View Document
Institutional data in prescribed format	View Document

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years**Response:** 9.41**3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
88	110	100	110	80

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

3.4 Collaboration**3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years****Response:** 111**3.4.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-job**

training, research etc year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
17	37	26	17	14

File Description	Document
Institutional data in prescribed format	View Document
e-copies of linkage related Document	View Document

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years**Response:** 18**3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
9	1	1	0	7

File Description	Document
Institutional data in prescribed format(Data template)	View Document
e-Copies of the MoUs with institution./ industry/ corporate houses	View Document

Criterion 4 - 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.

Response:

The institute is well equipped with adequate infrastructure and physical facilities required for teaching and learning processes. All the physical facilities are as per the AICTE and Mumbai University norms. Adequate numbers of classrooms are available for lectures, seminars and tutorials. The institute has a different facilities like IT resources, ELRC portal, laboratory equipment, library resources, internet connectivity, sports ground, hostels, medical center, stores, canteen, gymnasium, transport for students and staff, CCTV and round the clock security, the whole campus is covered with fire hydrated system. The facility of Bank and ATM is provided on campus. Besides curricular activities, students are engaged in co-curricular and extracurricular activities. This is normally done by students' associations and student chapters.

Sr. No.	Description	Nos	Average Area in Sq.m
1	Classrooms	20	1659 (Average 82.95)
2	Laboratories	50	3530 (Average 67.88)
3	Workshop	01	887.74
4	Seminar Hall	01	Provided with LCD projector, Wi-Fi/LAN, Smartboard and audio systems
5	Technology-enabled learning spaces	Three classrooms from each department have Wi-Fi facilities/LAN, LCD projector and Audio system.	
6	Open air Auditorium with seating capacity of 1000	1	500 Sq.m, Required ICT facility will be made available at the time of the program
7	In C-wing Auditorium with a seating capacity of 400	1	120 Sq.m, Provided with LCD projector, Wi-Fi/LAN, Smartboard and audio systems
8	LCD projectors	23	

Infrastructural Facility for co-curricular, extracurricular activities

All the above activities can be conducted in infrastructural facilities or open spaces like grounds etc. Key features are given below:

- These spaces bear a relationship with each other and complement each other in their functioning.
- Academic areas are designed for good ventilation, ample light and acoustics.
- Office space is designed ergonomically.
- Classrooms and Laboratories have more area than recommended by regulatory agencies.
- Audio systems
- The cafeteria is located at a convenient location.
- A stand-by 250 KVA / 200 KW Generator is provided.

Details of the facilities available for

1. Curricular and co-curricular activities

- Technical Fest *SHODH* is conducted annually which includes, paper presentation contests, quiz contests, project exhibitions, etc.
- Industrial visits are arranged in every semester for the students.
- Guest lecturers of entrepreneurs
- Training programmes are arranged from various professional trainers.

1. Extra –curricular activities

Performing arts: GIT hosts a cultural program named *Synergy* supporting singing, playing musical instruments, drama, mono-acting, mimicry and dance. The facility like open-air auditorium, Seminar Halls, Music Room, etc are available in the institute.

Communication skills development

Orell Digital Language Lab Software is available in the language lab with the requisite hardware..

Health and hygiene

A water purification facility is available for safe drinking water in the college campus, hostels, staff quarters and guest house. The institute has housekeeping staff for regular cleaning of toilets and common areas in the hostels and in college premises. A first-aid facility is available in the institute premises; Hospital is available for taking care of medical problems of students and staff at a nominal cost.

File Description	Document
Paste link for additional information	View Document

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

Response:

The institute conducts cultural activities like Independence Day celebration, Republic Day celebration, Ganesh festival, Navratri celebration, farewell to final year students, fresher's welcome along with annual fests.

The institute organizes annual cultural activity named *Synergy* every year in the month of February to promote and cultivate various skills, and competencies and foster holistic development. The event covers the activity like Funfair, Drama, Dance, Antakshari, Singing, Orchestra, Anchoring, Quiz, Debate, Group Discussion, Swar-Gandha, Art Exhibition, Funny games, One-minute show, Fashion Show, etc.

Sr.No.	Facility	Area/Size Sq.m.	Year of establishment	Capacity, individuals	Activity	Frequency
1	Open-air auditorium	500 Sq.m	2007	100	Annual gather, Quizzes, Tech-fest	once in year
2	C-wing auditorium Provided with LCD projector, Wi-Fi/LAN, Smartboard and audio systems	120 Sq.m	2007	400	FE induction program, BE farewell, exhibition, art gallery, Yoga day	One in year
3	Outdoor and Indoor	11,617 SqM			Annual games,	Daily

	Sport Grounds		2007	NA	Daily Use	
4	Sports Engaged		NA		Cricket, Football, Kabbadi, Khokho and Indoor games	Daily
5	Gymnasium	90.00 Sq.m	2007	-	Daily	Daily am-8.00 to 6.00 pm-9.00

Sports: -**Sports grounds**

Institute has multiple (in all three) grass grounds (11,617 Sqm), mostly suitable for playing football, cricket, Volleyball, Kho-Kho, Kabaddi, and other outdoor games. The ground is protected by a boundary wall and surrounded by trees and flowers.

Facility: Football poles, cricket pitch, Kho-Kho poles, watering, volleyball net. The dress code is provided at the time of the tournament.

Events: Annual sports are conducted every year and have different sports activities being organized by the institute.

Games:(indoor and outdoor games facility: -

Tournaments of Foot Ball, Cricket, Volleyball, Kho-Kho, Kabaddi, Badminton, Table Tennis, Chess, and Carom are conducted.

Institute also has the facility of- Gymnasium (1 for boys and 1 for girls).

Indoor auditorium and Open auditorium

Yoga: Every year institute is conducting program on yoga for the benefit of students and faculty on 21st June as a Yoga Day. This program is conducted with the help of reputed yoga practitioners. Art of Living courses are conducted in institution for meditation of students as well as staff.

Transportation Facilities

The institute campus is well connected to Two nearby cities Chiplun and Khed. Apart from State Transport Bus services, currently, the institute is offering 3 buses for students' transportation.

File Description	Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 91.67

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 22

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 2.54

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	14.80	37.95	23.74

File Description	Document
Upload audited utilization statements	View Document
Institutional data in prescribed format(Data template)	View Document

4.2 Library as a Learning Resource

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

Response:

The institute has a central library that is equipped with Integrated Library Management System. System for

Library Information Management (SLIM2):

SLIM21 is multi-user, multi-tasking integrated library management software working either on a single or in a client-server multi-platform environment. Our library has been using the SLIM 21 software since 2011. Currently updated version 3.7.0 is being used.

Cataloguing System (+multi media) – Along with books, CDs, and Journals can also be cataloged. It is currently used for book cataloging. Circulation System – 100% of circulation work in the library is being done through the software. After entering the User ID in the circulation window, the complete information is displayed screen. Here is the detailed information about the number of books in his name, the date of return, etc.

OPAC/WEB-OPAC – We are currently providing both facilities to the students as well as faculty through the library. Web-OPAC home page displays cover images of newly arrived 10 items in the library. User can details by clicking the cover image. OPAC is very useful in making books available to students and faculty in the shortest possible time. SLIM-2 software is very useful for creating different types of reports. Accession Register, Daily-monthly-yea circulation reports, Donated books report, Borrower's book Issue report, etc. The intranet link of web OPAC is <http://gitlibrary.ddns.net:801/w27/>

Please see the attached information.

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

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: C. Any 2 of the above

File Description	Document
Institutional data in prescribed format(Data template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 10.78

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

2020-21	2019-20	2018-19	2017-18	2016-17
6.40	9.58	9.7	15.26	12.97

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document

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

Response: 1.22

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

Response: 14

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Institute keeps IT infrastructure up-gradation on a priority basis including Wi-Fi.

Desktop PC and ICT facilities

GIT has purchased 730 Desktop computers to date of which 380 are in use. All are connected to LAN and the internet, out of which 345 desktop computers are available to faculty and students. The Institute is working as a remote Centre to IIT Bombay for the advancement of teachers as per the training schedule. The internet bandwidth is upgraded from 35 to 120 Mbps over the period. The Central Computing facility has been provided with 40 numbers of PCs with the latest configuration through Common Computer Centre. As per the requirement of academics, we have purchased SQL server copy and MS office

copies. To promote research activities we have upgraded the hardware and continued the AMC of our CFD (Computation Fluid Dynamics) Lab (The Lab was donated by Gharda Chemicals of worth Rs.1 corer). The Institute is always in line with the current trends after covid-19 the institute added web cameras and a speaker set for online teaching. Classrooms have been upgraded to smart classrooms which include an audio-video system, projector, and smart board (one per department along with Applied sciences department). Apart from this, each classroom is provided with LCD projectors reaching to count of 23.

Wifi Campus

The Wi-Fi facility is provided to students in their hostel and in the academic campus too. Many students and teachers are enrolled in NPTEL, Coursera, and many other Massive Open Online Courses for knowledge up-gradation. Recently institute purchased 40 POE double band routers to strengthen the Wi-Fi Range to the hostel as well as on the campus to make the total count of wifi routers/access points to 101.

Security of Network

Internet access is protected and managed through a UTM device (Cyberoam). The internet access is controlled and managed through this firewall. We have upgraded antivirus software copies from 150 to 360 which is valid till 2023 to secure maximum desktop computers from viruses.

IT Support

Institute ensured uninterrupted power supply through upgraded online UPS by 20 KVA reaching to the capacity of 80 KVA. A 250 KVA Diesel Generator is also kept on standby. All over the campus, 27 laserjet printers are made available among various departments. To provide reprographic facilities to students and staff in the campus we have made a contract with an external vendor and gave space and electricity near the administrative department with that institute purchased Canon ir2625 Xerox machine rs.1550000. The Gharda Chemicals Limited parent organization donated 100 Latest (i5, 8 GB RAM, 1 TB HDD) Desktop Computers which we have used to upgrade various Labs of our department.

File Description	Document
Upload any additional information	View Document

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

Response: 3.62

File Description	Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 8.15

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

2020-21	2019-20	2018-19	2017-18	2016-17
21	61	34	36	80

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Audited statements of accounts	View Document

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

Response:

Institute runs Single window software based unique system, known as Area Adoption Programme for maintaining Infrastructural facilities in the campus like classrooms, laboratories, library, sports complex, IT Infrastructures computers etc.

Particular Area is adopted in this system by Team Leaders & Members for maintenance activity. By the software any person of Institute can file/Launch the issue/Complaint regarding Infrastructural issues through his login. Respected person have to inform about location, issues to concern section or dept. through Software. After that he will get Complaint Registration No. with date for his further reference and to check the status of complaint. Complaint received on same portal to Team Leader. If concern person is not satisfied with his remark, Person can relaunch the complaint for getting satisfactory results/Solution.

Team Leader can be area head who is responsible for that area, with team members. He/she can access the software for giving remarks, updating status of work with solution of complaint launch by person on

software. Expected Time period of attending & rectification of the complaint lodged in Area Adoption Programme.

Depending on availability of man power & material required, complaint in various areas can be solved as in for Civil related 15 to 20 days, Carpentry 5 to 10 days, plumbing related 4 to 8 days, and Electrical related 3 to 5 days.

Physical facilities are looked after by Estate supervisor and Registrar with scheduled maintenance and demand-based drives.

Sports grounds (Complex)

Institute has multiple (in all three) grass grounds (11,617 Sqm), mostly suitable for playing football, cricket, Volley ball, Kho-Kho, Kabaddi, and other outdoor games. Ground is protected by boundary wall and surrounded with trees and flowers.

Indoor Sports facilities are provided at hostels and being utilized by students actively. Students actively participate in outdoor games like Cricket, Volleyball, football, Kho- Kho, and Kabaddi.

The required kit is made available to students on demand. Outdoor sports competitions are organized during even semester for which sport instructor works with students' coordinators of various games for smooth conduction. The requisite facilities like ground maintenance, sports materials, lighting facility, water availability, first aid medicine with ambulance service in an emergency are provided by the institute. The institute offers the Champions Trophy to the department on the basic of points accumulated through winning various events.

Central Library comprises of sections for stacking, Reference, Circulation, Reading, Periodical, Photocopy along with Digital Library facility. The library has a collection of 6382 titles and 22273 volumes of books amounting to Rs. 91.64,837/- whereas the reference section has 1860 books. The library has subscribed to the 80 print journals and magazines along with a subscription of 2400 online journals costing Rs. 7,28,175/. News Papers Section provides 13 daily newspapers which can be accessed by all.

Learning and Information Center at the library offers quality library resources and services to the end users. Higher book utilization is ensured by increasing book issue count up to 5 books per student. The central library also provides Rental Book Bank Facility for FE students. The regular library timings are 9.00 AM to 7.00 PM which is extended from 8.00 AM to 11.00 PM during examination period. The library is fully computerized with SLIM21 software which is an integrated multiuser library management system supporting all in house operations of the library.

Allied facilities: The central library also houses Wi-Fi facility along with Coffee Vending Machine with self-service facility whereas whole premises in the institute are secured by CCTV Surveillance

IT Infrastructure: The institute houses 580 desktop PCs with internet connectivity to all locations. The Computer department holds 4 computer labs, EXTC holds 3 labs, Mechanical holds 2 Labs, Chemical, Civil and FE department holds 1 lab of computers with each lab having 20 numbers of computers. Central Computer Center is having 50 computers provided with Internet facility and a centralized printer facility which can be accessed by any student. All HODs and faculty members are provided with desktop with Wi-Fi/LAN facility. And regular maintenance of IT facility is done by system admit personals.

Power: To prevent interruption during practical sessions or teaching-learning process, All Computers provided with UPS back along with backup generator supply of 250 KVA.

Internet facility: 120 Mbps leased line of three different vendors. Wi-Fi facility is also provided in hostels, and residential quarters along with the institute campus. The internet access is secured and managed through the Cyberoam UTM firewall.

Communication: The central seminar hall is equipped with a video conferencing facility (Polycom Device) and a view facility to conduct workshops and seminars. We have Hipbath 3800 EPABX System with 8 digital and 160 Analog Connections for internal communication.

Find Attached documents containing proofs of various Annual Maintenance Contracts of various agencies.

File Description	Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 68.68

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
851	749	654	654	677

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Institutional data in prescribed format

[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 8.27

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
96	55	97	94	92

File Description

Document

Upload any additional information

[View Document](#)

Institutional data in prescribed format

[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 16.49

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

2020-21	2019-20	2018-19	2017-18	2016-17
463	197	0	121	90

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

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 32.29

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

2020-21	2019-20	2018-19	2017-18	2016-17
47	94	138	142	28

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Institutional data in prescribed format	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 24.92

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 76

File Description	Document
Upload supporting data for student/alumni	View Document
Institutional data in prescribed format	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State

government examinations)

Response: 9.18

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	3	2	0	0

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

2020-21	2019-20	2018-19	2017-18	2016-17
20	53	38	50	0

File Description	Document
Upload supporting data for the same	View Document
Institutional data in prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 16

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) year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
2	4	2	8	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters and certificates	View Document

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)

Response:

The institution initially at the beginning of the academic year conducts the process of selection of the Students Representative Council (SRC) as per norms given by the University of Mumbai, time to time. The SRC includes a student coordinator representing activities as

- General Secretary
- SRC Sports Secretary
- SRC Cultural Secretary
- SRC NSS Secretary
- SRC Technical Head
- SRC Ladies Representative
- A student representative from each class

The SRC takes care of co-curricular and extracurricular activities of students which are required for the betterment of the student's character in all respects. They take part in department-level student associations in organizing different technical activities like webinars, workshops, expert talks, industrial visits, etc. every year. Department-level associations take lead at the department level which is guided & coordinated by the SRC committee.

The SRC committee looks after the participation of students in youth festivals organized by Mumbai University every year.

The student associations at the department level also organize freshers' welcome and farewell functions respectively for fresher students as well as final year students. Also, they play a key role in organizing and participating in commemorative days and cultural activities like Independence Day Celebration, Gokulashtami & Dahihandi Celebration, Garba Nights in Navratri, Republic Day Celebration, ShivJayanti Celebration, Ambedkar Jayanti Celebration, and many more.

SRC plays a vital role in organizing the annual technical festival SHODH as well as the annual cultural festival SYNERGY every year. The activity is coordinated at the department level by department committees.

Other than the above-mentioned activities, a SPORTS committee is appointed every year, that looks after sports activities

Along With these activities, there are also many activities being run by NSS. All the above activities are conducted under the guidance of faculty assigned for each head i.e. Sports, Cultural, NSS, and Department

student associations.

Students are also given chances in the IQAC(Internal Quality Assurance Cell), and Mentorship committees. They are also appointed as class secretaries & area adoption coordinators.

Students are exposed to all these activities & they get vast experience in administration, co-curricular & extracurricular activities which will be helpful to them in their future careers.

File Description	Document
Paste link for additional information	View Document

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

Response: 4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	2	1	8	6

File Description	Document
Report of the event	View Document
Institutional data in prescribed format	View Document

5.4 Alumni Engagement

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

Response:

Yes, The Alumni Association is registered. The registration number is Maharashtra/5523/Ratnagiri. The registration is done on 16th July 2015. It is registered with the Registrar of Societies, Ratnagiri. The objectives of the Alumni Association are:

1. To get the entire Alumni of a particular institution together under one roof.
2. To build a strong Alumni Network amongst the Alumni Community.

3. Engage the current students with the Alumni.
4. To maintain an Alumni Database.
5. To create common interest groups and provide a forum for discussion.
6. To inform the Alumni about the ongoing and future activities.
7. Current students can get useful career guidance from Alumni.
8. To organize alumni meetings.

There are two major occasions in every academic year in which Alumni interact with the institute. The first occasion is the Alumni Meet and the second occasion is the Convocation ceremony. The convocation ceremony is conducted on behalf of the University of Mumbai. The feedback is taken from alumni on these two occasions.

Alumni contributed to the knowledge sharing with the students of the institute. They visited the institute whenever possible. The topics include the following

- Big Data & Hadoop
- Project guidance about networking-based projects
- Embedded Systems Workshop
- Alumni Meet
- Convocation Ceremony
- Seminar on Big data & Linux
- Awareness about opportunities in the Indian Army
- How to prepare for campus interviews
- Lean six sigma
- Safety precautions in the industry
- Technical preparation for the interview
- Opportunities in Information Technology
- Civil Engineering Trends
- Trends in Computer Networking

- Practice mock interviews
- Chemical Industry trends
- Business consulting & IT services
- Linux & IT Job opportunities

The Alumni are kept in the loop by the continuous publication of the Newsletter, and by posting job-related information on social media handles like

- Whatsapp
- Facebook
- Instagram
- Twitter

The civil department has been posting through similar social media handles. Please find the links to these handles in the attached document.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: E. <1 Lakhs

File Description	Document
Upload any additional information	View Document

Criterion 6 - 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

Response:

The vision of GIT:

- To play a distinct role in transforming individuals into engineering professionals for the betterment of society.

The mission of GIT:

- Develop skills to apply knowledge to the profession for the betterment of society.
- Impart knowledge through relevant curricula.
- Create awareness and understanding of continuous learning.

The governance of the institution is reflective of and in tune with the vision and mission of the institution, which is governed by various Statutory and non-statutory committees. The vision and mission is envisioned through academic, co-curricular and extracurricular associations.

The Institute is established with an aim of providing quality education at par with international standards. The institute is committed to developing as a center of excellence in the field of engineering and technology. This commitment is translated into practice through continuous augmentation and renewal of infrastructure and facilities in line with the policy changes. The institute has the College Development Committee (CDC) consisting of representatives from management, teaching, and non-teaching staff along with the Principal. It acts under the overall guidance of the governing body. Institute has a department head for each department and a class tutor for each class. The non-teaching staff assists in lab, examination, and documentation. The T & P division handles the training and placement of the students. There is a hostel facility available for boys and girls. The Hostel Managing committee deals with matters relating to the affairs of the hostels. SWOT analysis is done based on inputs of Management, Teaching Staff, Administrative Staff, Students, Parents, and other stakeholders in formulating policies. University academic and administrative auditing happens annually to ensure the policies are met. Faculty members are involved in various academic, administrative statutory, and non-statutory committees to evaluate the progress and discuss the changes in the process and policies needed to make each semester. Regular training programs are provided to the faculty to take up responsibilities. Mentorship is introduced in all the departments and it is effectively monitored by the Principal. The governing body gives the freedom and flexibility to the academic council to lead all academic activities of the college.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

All the staff members are involved in all activities in the college and college administration is done through decentralized manner and usually decisions are taken in democratic manner with the help of various committees. The senior staff members are appointed as conveners of various committees and are given full autonomy in decision making. The constitution of committees is prepared and faculty of different levels and across departments has been appointed as active members in the same accordingly. Various co-curricular and extracurricular activities have been conducted through dynamic involvement of faculty and students. The college grooms leadership among the faculty members by providing opportunity to work as heads or member of various committees involved in academic, curricular and co-curricular activities.

Students, parents and industry persons (recruiters) are the important stake holders of the institute. They have been incorporated in the decision making procedure. Students, parents and industry people have their representation in Students' Representatives Committee (SRC), Internal Quality Assurance Cell (IQAC) and College Development Committee (CDC) along with other statutory and non statutory committees respectively.

Case Study:

Internal Quality Assurance Cell (IQAC): The institute has vibrant IQAC cell, which includes head of the institute, management representative, head of the departments, section heads, experienced staff members, non teaching staff members, alumni, students (boy and girl), parents, industry experts and society representatives. It is significant administrative body attempts to enhance the quality by implementing various practices in line with quality improvement of the institute. As IQAC has representation of several kinds of authorities and all stake holders of the institute, they have direct contribution in the form of decentralized and participative management system.

Teaching Learning and Evaluation Process: In line with guidelines provided by AICTE, UGC, University and BOS recommendations; the teaching scheme is defined, content of the syllabus is designed accordingly. At institute level, the course coordinator prepares the session plan and laboratory plan to deliver the contents. Laboratory Assistant prepares the set up of practical demonstration and contributes in teaching learning process. Student understands analyses and utilizes the knowledge gained in practical life. He/she contributes in evaluation system and gets evaluated by internal and/or external faculty. Other stake holders like administrative staff, academic section staff, supporting staff, parents and industry experts are the contributors in the process in the form of feedback and recommendations. Head of the department controls the process whereas; Dean/s audits the same periodically. Thus the authority is decentralized and lies with various levels of academic processes. In such a way the process is equipped with decentralized and participative methods by all the stake holders.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The institute has perspective plans along with strategies to improve overall academic performance, and to build better lives with required Life Skills in the students. The academic Calendar has been prepared in line with University Academic Calendar to implement all academic, curricular, co-curricular and extra-curricular activities. To improve teaching-learning processes, the institute organises National and International seminars and workshops on several topics. Teachers and students are encouraged to attend and present papers in reputed journals, national or international seminars etc. The college encourages the students for different visits to industries for research, internship, extension activities and also to extract finance from industries under corporate social responsibilities. An example or case study as per the strategic plan is that our college provides health, psychological and placements counselling for our students which make them to stand on their own individuality.

Under health and hygiene related counselling the college takes the help of its sister institutes i.e., Bai Ratanbai Gharda Hospital. The institute has appointed full time Counsellor on regular basis to take care of students' mental stress and abnormal psychosomatic states of mind. Students get benefitted directly or indirectly and tried to overcome the stress in adverse situations.

Case Study:

One of the students from Third year Computer Engineering was affected due to failure in examinations, loneliness and anxiety issues. He became much and more restless and psychologically scattered. Under the influence of the same, he tried to commit suicide attempt twice. His friend saved him and brought him to Mr. Satish Jadhav, the Counsellor of the institute. The Counsellor made conversation with him primarily, later on with his family members and came to know that, the student was in one way love with a girl. During the counselling process, the Counsellor also took the help of his friend, who is well known Psychiatrist at Alibag. Both have treated the student almost more than three months and later on the student became comfortable and mentally stable. His mental development also resulted into his success in later examinations that he passed with 6 CGPA and today (after 8 to 10 months) he is working as a System Administrator at IT firm situated at Hinjewadi, Pune. He is in contact with the Counsellor and the department continuously. The family members of the students expressed feelings of gratitude towards the Counsellor and Institute's policies that conveyed through its strategies and perspective plans.

File Description	Document
Upload any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

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

Response:

The organizational structure of GIT is shown below. The decision-making process based on the organizational structure is as follows:

The boards of trustees are involved in the long-term planning of the institute for finance, land, development, institute visioning, and growth. Sanction of budget and quality policies of the institute fall under the purview of the board of trustees.

The governing body looks after the overall development of academic activities including the addition and deletion of programs, expansion activities of the campus, and review of academic and development activities.

The Chairman and Secretary/managing Trustee of the Gharda foundation look after the final approvals and accords submitted through the board of trustees, governing body, and local managing committee

The principal is the head of the institute. Overall responsibility of running the institute, preparing and proposing the budget, and complying with statutory requirements of university/ AICTE/ DTE is held by the Principal.

Academic and non-academic staff report to the Principal. Based on the academic calendar proposed by the university, the institute prepares the academic calendar and allocates the resources. The implementation of the academic, curricular, co-curricular, and extra-curricular activities is done by heads of the departments.

Role of Various Bodies:

The Institute has a defined hierarchy for the successful monitoring and effective implementation of plans and policies. Regular meetings of the Statutory & non Statutory committees of the Institute are held as per rules to monitor the academic/ infrastructural activities and effective implementation of the plans and policies of the managing committees to attain its wider goals and objectives.

There are various sections such as examination, library, establishment, training, and placement, R&D, VTP, hostel, accounts, stores, and security which are the support units and they have been given adequate decision-making authority. All units report to the Principal.

IQAC lays the guidelines and broad policy parameters for the future academic growth of the institution.

The Principal executes the policy decisions taken by the IQAC through its staff to maintain and achieve the goals and objectives. The leadership formulates policies and action plans in view of the changing needs of the society from time to time to achieve the stated mission.

Institute follows the norms and regulations regarding staff appointments, service rules, and human resource development-related policies prescribed by AICTE, UGC, DTE, University of Mumbai, and the competent authority of the State Government.

File Description	Document
Link to Organogram of the Institution webpage	View Document
Paste link for additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format(Data template)	View Document
ERP (Enterprise Resource Planning) Document	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Welfare schemes available for teaching and non-teaching staff are as follows:

Leave: The Institute has various leaves like casual leave, sick leave, earned leave, maternity leave and compensatory leave, and quarantine leave.

EPF: The scheme is implemented for all teaching and non-teaching staff members.

Group Medical Insurance and Group accidental policy: The scheme is implemented for all teaching and non-teaching staff members and their family members.

Gratuity: The scheme is implemented for all teaching and non-teaching staff members.

Recreational Activities, Sports & Gymkhana: To maintain a work-life balance, the Institute has a full-fledged Gymkhana offering recreational facilities with state-of-the-art indoor and outdoor sports facilities available free of cost to faculty and staff.

Medical Facility / Covid 19 Test and Vaccination: The institute has organized a camp for Covid 19 tests of all staff members at Bai Ratanbai Gharda Hospital and the camp for free vaccination at the institute. Along with the staff members; their relatives have been provided the facility of vaccination during the camp.

Institute encourages employees to be a member of state, national and international professional bodies. Institute has given opportunities to staff to conduct/attend webinars, courses of IIT Bombay remote center, IEEE, Coursera, NPTEL, Spoken Tutorial, and AICTE to learn/share knowledge about recent/current changes, and developments in different sectors. The institute offers financial assistance to staff to attend various National, International level conferences, seminars, symposiums, faculty development programs, refresher courses, Orientation courses, and short-term training programs.

On-Campus Residential Facility: The institution has a well-equipped residential facility for teaching and non-teaching staff. The current capacity of the same is as follows: Please refer to page 36 onwards in the attached file for Photographs

Principal Bungalow: 01

1 BHK Building capacity: 36 tenants

2 BHK Building capacity: 10 tenants

Self-Contained Building (for Bachelors): 12 tenants

Guest House: 4 tenants

Parking sheds: 7 (Total Capacity: 30 car blocks)

File Description	Document
Upload any additional information	View Document

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

Response: 14.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
8	9	9	5	12

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document

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

Response: 7.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	12	6	7	7

File Description	Document
Reports of Academic Staff College or similar centers	View Document
Institutional data in prescribed format(Data template)	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 62.62

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

2020-21	2019-20	2018-19	2017-18	2016-17
46	45	30	36	34

File Description	Document
IQAC report summary	View Document
Institutional data in prescribed format(Data template)	View Document

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

Response:

Performance Based Appraisal System (PBAS) based on Academic Performance Indicators (APIs) in recruitments and Career Advancement Scheme (CAS) for the promotions of University/College Teachers is implemented and carried out.

The teacher and Head of the department is required to give scores based on one's self assessment for (a) teaching learning and evaluation related activities (125 marks), (b) Co Curricular, Extension and Professional Development related activities (50 marks), (c) contribution to research and professional/qualification up-gradation (d) contribution to administration and social/extension and outreach activities, (e) Students' feedback, Result Analysis and Attainment of Course Outcomes. It also included administrative works done by the staff member.

Once this part is filled, the respective faculty goes through the feedback given by their head of the department and Academic Auditor and finally signs beneath the second part as an indication of acceptance.

In the last part the Principal expresses agreement or disagreement with the overall assessment done by Head of the department.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

GIT has had a full-time Treasurer and Accounts Department since inception to ensure the maintenance of annual accounts and audits. The accounting and subsequent maintenance are done through the use of Tally ERP software.

The institute undergoes Financial audits each year viz. Statutory Audit. The Board of Trustees appoints the Statutory Auditor. The Statutory Audit is carried out on an annual basis. After the Fourth quarter audit,

the Final audit is done by Statutory Auditors. The appointed Auditor visits the campus for Audit. The data as per standards and requirements are placed before the Auditors. The auditors go through the records for the purpose of audit and submit the report to the trustee. The non-compliances raised by the auditor have been complied and as per the financial practices.

The Auditors also evaluate the appropriateness of accounting policies used and the reasonableness of the accounting estimates made by the management as well as evaluating the overall presentation of financial statements. Audited financial statements are also published on the institute's website as information for the public. The link to audit statements is included in the attached file below.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 8.98

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

2020-21	2019-20	2018-19	2017-18	2016-17
2.64	2.26	3.25	0.48	0.35

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Annual statements of accounts	View Document

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

Response:

In the beginning of every financial year, budget is obtained by all departments along with Central Library, and sports section.

Budget for the departments is prepared by concerned HODs, in consultation with the department laboratory in-charge faculty. Then it is submitted to the Principal.

The departmental budgets are discussed by the Principal at HODs' meeting and then placed before Governing Council. Governing Council finally approves the budget and the concerned are informed accordingly.

While preparing the institutional budget, at first, a provision is made for Staff Salaries and Allowances. A provision is made for administrative & maintenance expenses such as electricity, water, telephone, postage etc. Provision is made for the departments 'priorities, needs & requirements of various committees and development/up-gradation of department.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

Internal Quality Assurance Cell (IQAC) monitors the academic quality regularly. The institution takes up academic audits to accomplish both accountability and quality improvement. The administrators and staff practiced self-assessment, etc to achieve quality education. The academic audit committee consists of three senior faculty members. To bring out improvements, the committee interacts with the faculties to assess the progress, and suggestions are placed before IQAC for further action.

Best practices

Academic Audit: University creates an academic calendar before the commencement of each academic year. Based on the academic calendar issued by the University, AICTE & DTE norms, Institute defines the schedule for the academic year and publishes the academic calendar. In addition to the above, the Head of the department adds a schedule as per the department plan. The HOD defines the timetable for each semester in the academic year. The faculty creates course outcomes (CO) and lesson plans for the concerned course. Based on the course outcomes defined, the faculty maps the CO with the program outcomes (PO) and defines levels. Academic auditing will be done by the head of the department **once a month** by the institution. This process ensures that the teaching and learning are happening in the proper way and corrective actions can be taken if there are any issues. As a result, the academic audit improves the quality of education and result.

Please find attached the document containing Academic Audit Reports by IQAC for the last five years.

The facility of Counselling for Students and Staff: In the academic state of affairs, students need counsel on their numerous issues. Proper counseling can prevent several suicides and stressful events in the life of

the students. Hence, psychological counseling on sensitive issues for students should be provided by the educational institutes for the stress-free development of the students. National agencies like UGC, AICTE, and various others recommended that all higher educational institutes should recruit a full-time counselor.

The best example of the same is the full-time active and serviceable Counsellor is available for students, parents, and staff. By the use of psychological and behavioral therapies and conversational sessions, the Counsellor fulfilled the need of students encompassing several dimensions and aspects of life. During the lockdown period (2020-21) students have been provided online counseling sessions on various issues like depression, anxiety, nervousness, and health and hygiene.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

Faculty and Student Development under MOOCs

The professional development of teachers is the continuous process of strengthening the professional attainment, enlargement of academic knowledge, enhancement of proficient skills, and improving teaching ability. With the reform of the development of Information and Communication Technology (ICT), the traditional model of the teaching-learning process has been equipped with the facility of Massive Open Online Courses (MOOCs). The institute has taken the initiative in the same and formed the Local Chapter of the National Programme on Technology Enhanced Learning (NPTEL), which is an educational initiative with the active involvement of seven IITs in India. Along with the same, the institute has also officially tied up with Coursera; American MOOCs provider, under which the institute received a free subscription for different courses. During the lockdown period, the end number of students and staff members have completed various courses by using these online platforms. Along with MOOCs, various online Orientation Programmes, Faculty Development Programmes, Short Term Training Programmes, Conferences, Workshops, Webinars, and Symposiums have been attended by the staff members, and efforts have been taken to develop the overall teaching-learning process accordingly.

The Internal Quality Assurance Cell has taken periodic reviews of the status of staff and students' participation in several MOOCs and recommended actions regarding the same.

Quality Enrichment through Qualification Up-gradation by Staff

During the first cycle of the NAAC Accreditation Process (2016-17), the institute had only 3 staff members who had obtained their Doctorate Degree. Afterward, Internal Quality Assurance Cell started to implement several policies that help to promote research activities and provided academic flexibilities to staff for the same. During the periodic meetings, the follow-up of the status of research activity has been taken by Internal Quality Assurance Cell and further recommendations are given to staff. All the staff members have been positive and hopefully tried to upgrade their research profile during the same. As a result of the same, today the institute has more than 18 staff members with Ph.D. qualifications. Also, few non-teaching staff members have upgraded their qualifications from Diploma to Graduate and from Graduate to Post Graduate levels. The qualification up-gradation can be one of the ways to quality improvement. The upgraded knowledge of these staff members percolates to students through the teaching-learning process.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

Response: B. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - 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 last five years.

Response:

Our institution is giving more importance to gender equality by giving equal consideration to the girl students with respect to their identity and personality to be expressed on equal footing as compared to boys. The college is committed to educating and following the idea of gender sensitization among the students as their prime duty and part constitutional obligation. Our college constituted an **anti-ragging cell** to create awareness among the students to assert their rights and to educate them.

The curriculum includes a few courses on Gender equity as Professional Communications and Ethics (I & II) and Business Communication & Ethics. While organizing/participating in curricular, co-curricular, and extra-curricular activities, equal importance is given to all genders.

The college has an **Internal Compliance Committee** to take necessary actions on sensitive issues of women and provide support in terms of instilling confidence among them while they face any types of problems within or outside the campus. Orientation programs are conducted for the newly admitted students with an emphasis on gender sensitization to aware them. In addition, our **N.S.S** unit has been engaging the students in various activities to imbibe qualities of leadership, social services, responsibility, and awakened citizenship to cherish the values of equality, social justice, and tolerance.

Safety and Security: The institute is very keen on the safety and security of the girl students and women faculties. The college has an Internal Complaint Committee for continuous monitoring of the safety and security on the campus. The complaints related to the violation of discipline are reported to the concerned staff and placed before the Principal and the members of the discipline committee. The academic and hostel premises is equipped with **CCTV systems** to ensure safety. The footage of the recording can be accessed by demand and necessary actions are taken upon any suspicious activity. The college campus is illuminated with solar light to ensure safety at night.

Women Development Cell (WDC): The confidence-building is done by organizing workshops and programs under the Women Development Committee. It takes necessary action on sensitive issues of the girl students which helps to ensure their vibrant presence. The institute organizes lectures of eminent personalities to create legal awareness, health, and hygiene among the students.

Counseling: WDC of the college organizes all important activities associated with the formal and informal; counseling of the students. We motivate students to improve their overall personality through various activities organized by the college. The college has a Mentorship scheme, which recommends the majority of the mentors select a mentee, especially from the disadvantaged and vulnerable category of the girl students. In the scheme, the mentor follows the development of the mentee by providing personal counseling at different stages. The personal problems of the girl students discussed with the committee members are kept confidential.

Girls/Boys Common Room: The institution has provided separate common rooms for boys and girls. The

institute has separate hostels for boys and girls. Staff quarters are available on college premises which facilitates communication in need.

File Description	Document
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

Solid waste Management: The institute has a green campus and gives top priority to maintaining the campus clean and eco-friendly. The faculties and students are made aware about means of waste minimization. Waste is collected through separate bins located at designated places on the college campus like corridors, faculty cabins, classroom seminar hall, hostels, guest-house, and faculty residences. The **Organic Waste Converter (OWC)** Plant is set up on the college premise to convert the organic waste into compost which in turn is used as fertilizer.

Liquid Waste Management: Waste water from the canteen, mess, hostels and staff quarters is treated and used for irrigation. The college has set up Biofilter Plant on the campus. Hence the campus is green based on eco-friendly initiative.

Biomedical Waste Management: Although biomedical waste is not generated on the campus, the institute has signed MoU with BRGH Hospital to handle such wastes.

E-Waste Management: Institute has a scrap management committee that looks after E-waste management. E-waste generated in the institute is classified and sent to the authorized vendor for further processing.

Waste Recycling System: For treating wastewater generated by the hostel, toilets, bathrooms, and kitchens a Biofilter Plant is established having an area of 520 sq. ft. Treated water is reused for irrigation purposes.

Hazardous Chemical and Radioactive waste management: Staff and students wear a lab coat with sleeves rolled down, chemical splash goggles, and nitrile disposable gloves when working with concentrated acids, alkali, and poisonous chemicals in the laboratories. While working with high-concentrated liquids, nitrile gloves are always used. The laboratory is equipped with an exhaust fan, and a fuming hood to expel fumes and gases formed during experimentation. To prevent the spread of chemicals outside the lab, users wash their hands thoroughly with soap and water. The gels containing poisonous chemicals are collected separately in sealable disposable plastic containers or airtight containers. The hazardous chemicals are under the custody of lab assistants and used under strict supervision. In an emergency eyewash fountain and shower are immediately accessible. Hazardous chemicals are collected and stored, and later on, handed over to nearby chemical industries for further treatment/s.

Fire Extinguishers are mounted at designed places all over the campus along with fire fighting facilities. In case of emergency, fire alarms can be used to warn people to gather at assembly points. Mock Drills are arranged to train people.

File Description	Document
Geotagged photographs of the facilities	View Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling

5.Maintenance of water bodies and distribution system in the campus**Response:** C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

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

Response: A. Any 4 or All of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.**

2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for 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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document

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 500 words).

Response:

GIT is the only Engineering College in the Chiplun and Khed area catering to students in approx 60 km radius. Most of the students taking admissions to GIT belong to the nearby villages. The admitted students come from various regions, cultures, languages, communities, and socio-economic backgrounds.

Every year college organizes a cultural festival Synergy to give a platform for the students to showcase their skills. Cultural days are celebrated for about a week time. Every year Sports Festival is also arranged for 3 days. These are the two events through which Institute provides an inclusive environment for cultural, regional, and linguistic diversities. Students are actively participating in the Youth Festival and Avishkar programs of Mumbai University. Some of the students received prizes in the competitions during the festival.

Institute has a code of ethics for students and teachers and other employees which has to be followed by each one of them irrespective of their cultural, regional, linguistic, communal socioeconomic, and other diversities.

Our Institution is selected under Unnat Bharat Abhiyan, a flagship program of the Ministry of Human Resource Development (MHRD) Government of India through a challenge mode application. We have selected the cluster of villages under Unnat Bharat Abhiyan (UBA) in consultation with the District Collectors. The next step is to complete the survey of all the villages adopted under the program.

One-day Workshop was arranged for Tribal and Scheduled Tribes Skill development. This workshop is arranged by the institute in association with CTARA (Centre of Technology Alternatives for Rural Areas) IIT Bombay and supported by Tribal Research and Training Institute, Pune. The motive of this workshop is to gather scheduled tribes (ST) in our region and motivate them for attending the courses, which will be

designed and trained by our institute. These courses will help ST to earn their livelihoods and develop.

College serves society through various social activities under NSS (National Service Scheme). Following various activities are performed.

- 1) Road (Paywat) Cleaning,
- 2) Swachata Abhiyan,
- 3) Zolai and Ganpati mandir swachhata,
- 4) Ganpati Mandir Washing & Cleaning
- 5) Swachhata rally and no plastic rally,
- 6) Bandhara bandhun pani adva pani jirva mohim
- 7) lectures were given by our NSS students in Z.P. school and Ayani Highschool
- 8) Haldi Kunku Karyakam and Funny games for women
- 9) Poster Presentation
- 10) Street plays,
- 11) School cleaning
- 12) Morning Yoga activity
- 13) Speech on Mobile addiction, Anger Management, carrier guidance, First Aid Demo and guidance, mi and NSS, motivational speech and "Amachya Apekshya ani yogdan"
- 14) Blood Donation Camps.

Last year college hosted the Marathi Vigyan Parishad conference to generate property through science and technology. Marathi Bhasha Din was celebrated on 27 Feb 2018 to give importance to the **Marathi language**.

Institute arranges a Welcome function for first-year students to welcome them and orient them to the new environment.

On 18th September 2019, the college arranged "Mukt Mulakhat Sanwad" with Mrs. Mugdha Godbole & Mr. Hrishikesh Yadav on the subject Struggle to Success.

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

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The institute is a role model of best governance and democracy. Not only the students and employees but every citizen of the village respects the institution for its contribution to social development. The college is recognized in the vicinity as a 'Centre of Social Transformation'.

The motto of the Gharda Foundation is "QUALITY EDUCATION AT AFFORDABLE COST". The principal objective of the Gharda Foundation is "To carry on activities for the benefits and development of residents of rural India by application of all suitable means available with a focus on issues like health, literacy, non-formal education, social awareness, agriculture, technical education, etc. The establishment of the Gharda Institute of Technology in a typical rural sector is also a step in line with the philosophy of the Gharda Foundation. The institute has provided good infrastructure, modern equipment, advanced laboratories, experienced & dedicated teachers, a modified syllabus to suit changing environment, hands-on workshops by collaborating with foreign universities, and arranging for pre-entrance preparatory workshops. All this provided at a reasonable cost may be with the arrangement of loan facilities with subsidized interest rates. Hence the said institute within a couple of years emerged as a premier institute in the eyes of government & businessmen.

Our institution had arranged a number of programs under NSS activities and Blood Donation Camps to sensitize students and employees of the Institution to the constitutional obligations: values, rights, duties, and responsibilities of citizens.

SHODH is arranged every year consisting of various technical activities where student can apply their technical skills to build something for society.

Institute has also arranged lectures on Yoga and Meditation. On the occasion of International Yoga Day, Institute has arranged and celebrated YOGA DAY.

An expert talk on "Human Values and Ethics" is arranged on 26 August 2021 at 4.00 p.m. The speaker was Shri. J. K. Patil Sir. It was an attempt to provide a positive impact on the sensitization of students and staff members to the constitutional obligations (values, rights, duties, and responsibilities of citizens). 53 students attended the program.

Another expert talk was arranged on "How to prepare for the Interviews?" engaged by Shri. J. K. Patil Sir. The key contents covered in the session were -

1. What points to consider in a CV and how it's important to make a good CV for the interview

2. Interview etiquette
3. Interview tips
4. Importance of SWOT analysis w.r.t Interviews
5. Motivational stories make an impact in the form of a positive attitude and mindset
6. Many more useful for students w.r.t campus interview

File Description	Document
Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document

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.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: B. 3 of the above

File Description	Document
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 Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

The college helps students to relate to the cultural heritage and connect with their roots, by inculcating the importance of protection, preservation, and propagation of Indian culture. It also actively participates in the 'National Flagship Programmes' promoted by the MHRD, UGC, University, and the local Govt. offices. International Days are also celebrated with great enthusiasm.

Institute pays tribute to all the national heroes on their Birth and d anniversaries. The event is followed either by lectures, rally, and the competitions like elocution, singing, wallpaper, rangoli, etc. The college organizes activities on these days of national importance to recall the events or contributions of our leaders in building the nation and imbibe the moral and ethical behavior of students in their professional and personal lives.

Following days are celebrated –

1. International Women's Day - 08th March
2. International Yoga Day – 21st June
3. Shiv- Jayanti 19th Feb
4. Gokulashtmi & Dahihandi Celebration
5. National Yoga Day – 21 June
6. Republic Day celebration
7. Birth anniversary of Dr. Babasaheb Amedkar 14 April
9. Independence Day- 15th August
10. Republic Day celebration Republic Day 26th Jan
11. Institute Foundation Day: 21st March 2018
12. Teachers' day 05th September. 05/09/2020

Due to the Covid-19 pandemic, most events and meetings took place in online mode. The academic year started with the most important activity which is the formation of the Student Representative Council(SRC) for the year 2020-21. Chairman and Jt. Chairman organized meetings with all committee members to plan for the formation of SRC. The nominations were requested by Chairman from all department coordinators and NSS, Cultural and Sports. Once the nominations came, a meeting was organized in which the names were declared and congratulated by committee members. The CDC representative, Mr. Omshree Dalvi(BE COMP) was elected by all student nominees in the same meeting. In the same meeting, the chairman and his team informed all elected nominees regarding the objectives of the SRC committee. The complete procedure of SRC council formation took place in Oct 2020.

Prof. Kalamkar R. R. handled the responsibility of the Shiv Jayanti program. He planned for the event by organizing a murti puja at the stage of the open auditorium on 19/02/2021. He also ensured that the murti puja will be done by him and the present staff on 19/2/2021 at 10.30 am, which was as per the guidelines of Covid-19.

Our students were also invited to participate in the Mumbai University 53rd Inter-collegiate youth festival program in Feb-March 2021. The event of youth festival was organized in virtual mode. The names of the students who participated in various events are Ms. Malshe Swara Pravin-Indian Light Vocal

Solo, Ms. Somya Kumari Sanjay Kumar Saw-Western Vocal Solo, Elocution(English), Mr. Jadhav Chetan Damodar-Indian Classical Vocal Solo Competition. Ms. Malshe Swara Pravin secured 3rd rank in the event Indian Light Vocal Solo in the selection round. Ms. Somya Kumari Sanjay Kumar Saw secured 1st rank in the event Elocution(English) in the selection round.

File Description	Document
Geotagged photographs of some of the events	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

Two best practices implemented by the Institution

Practice 1 : Area Adoption Program (AAP)

10.246.246.222/aap/

Area Adoption Programme

Gharda Institute Of Technology, Level

Login Screen

User Name :

Password :

[New User...](#) [Register Here](#)

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Figure 1:Home page of AAP Portal

Objectives:

To provide the facility to launch civil, computer, and all infrastructure work-related complaints and to coordinate for the same works in a centralized manner, the institute developed the practice of **Area Adoption Programme (AAP)**. So this facility gives a systematic way to raise the complaints & helps in resolving these complaints in a shorter period of time.

The Context:

Total campus of 23.16 acres is divided into several areas and each is assigned an owner. A group of students, and teaching and non-teaching staff are allocated to each area. Responsibility of cleanliness and maintenance of that area is assigned to the concern group. A graphical User Interface based application that can work in the intranet is developed in-house to receive the complaints. As budgetary provision is done by the head of the institute in advance, it is difficult to take decisions at the institute level for some major complaints. Such cases need to be addressed by the management.

The Practice:

This application works on an intranet. The help desk provides usernames and passwords to every faculty. Faculties launch their complaints through <http://10.246.246.222/aap>. After receiving the complaint, a complaint ID is provided to the user to take follow-up. Users can also check the status of their complaint

Cmp No	Area Name	Who launched	Against Whom	Team Leader	Complaint Description	Date of launching	Employee Remark	Team Leader Remark	Admin Remark
7981	2BHK Staff Quarters, Guest House	H.O.D Civil Engg	Project	Registrar	1. ceiling Fan not working at My place 2. Few swithes need to be replaced (in tune of 4-6) from Dr Sk Patil, flat 3, 2 BHK building, staff quarters	13-03-2022	NIL	NIL	NIL
8010	F-Wing Civil Dept.	H.O.D Civil Engg	Project	H.O.D Civil Engg	AC at HOD CIVIL cabin is not working. Already have communicated to store.	21-03-2022	NIL	NIL	NIL
8060	F-Wing Civil Dept.	Rahul Kelkar	Project	H.O.D Civil Engg	Civil Engg. dept TE Class room Projector Not Working Since Taday morning ...Need to cheak urjently ...	25-03-2022	NIL	NIL	Please send this complaint to Vipul Shingankar
8061	F-Wing Civil Dept.	Rahul Kelkar	IT HelpDesk	H.O.D Civil Engg	Civil Transportation Engg. Fan Not working need maintenance	28-03-2022	NIL	NIL	NIL
8062	F-Wing Civil Dept.	Rahul Kelkar	Project	H.O.D Civil Engg	Civil Engg. Lab. Ceiling FAN Not working....Need maintenance	28-03-2022	NIL	NIL	new fan fitted
8066	F-Wing Civil Dept.	Rahul Kelkar	IT HelpDesk	H.O.D Civil Engg	TE Civil Class room Projector not Working since last 4 days ...need to check urjently...	29-03-2022	NIL	NIL	NIL
8112	F-Wing Civil Dept.	Rahul Kelkar	IT HelpDesk	H.O.D Civil Engg	Civil Engg. Dept. CCTV 4 nos of Cameras are Not Working Need to Check and Maintance.....	08-04-2022	NIL	NIL	NIL

Figure 2: Report of Complaints in Area Adoption Program (AAP)

using their complaint ID. Institute has a project and IT help desk department to take care of their concerning maintenance work.

Project Department: This department takes care of all complaints including cleanliness of the campus, electrical, plumbing, and civil maintenance.

IT Help Desk: This department takes care of computer and Intercom related complaints.

Project and IT help desk departments are having administrators log in to view the complaints and give their remarks. Project and IT help desk submit the monthly reporting of their Monthly Information System (MIS) to the local managing committee. If any complaint needs budgetary provision, then the Local Managing Committee/Principal takes a decision.

User Types

AAP software contains 3 types of users,

Basic User: A basic user can be any student or any teaching or non-teaching staff who is not a member/team leader of any area. He will have the following accessing rights,

- 1.He / She can raise the complaint against any area.
- 2.Can view/update status of already raised complaint with help of software-generated complaint reference no.

Team Leader/Area Members; Team Leader can be the area head (as per the above table) who is solely responsible for that area with his team members. He will have the following accessing rights,

- 1.He / She can view/print pending complaints against his area.
- 2.Can view/update (give remark) on the already raised complaint with help of software-generated complaint reference no.
- 3.He / She can raise the complaint against another area like a basic user.

Admin User (Project) : The project user will be the main part of the software who actually takes corrective measures on that complaint,

- 1.He can view pending complaints against all areas.
- 2.Can view/update (write corrective measures, material & total expenditure) on already raised complaint with help of software-generated complaint reference no.

3. Close a complaint.

4. He can print reports.

Complaint Types

Complaints should be only maintenance-related & must be specific to that area.

e.g. “Fan is not working in Room no. 12 (Hostel1-Shivneri)”

“Cooler tab not working in A-Wing 1st floor (East Side - Admission)”

How to Access ?

Type in your default browser (IE Explorer/Chrome or Mozilla)

<http://10.246.246.222/aap>

These are local intranet links not accessible outside the campus. Hence, the images are posted above.

Area and its members

Area code	Area name	Team leader	Members
1	All Security Cabins, Canteen	Mr Bhuran Santosh	Mr Vaibhav kadam
2	A-Wing (Computer Centre)	Mr Vipul Shirgaonkar	Mr Ganesh Kubade
3	A-Wing (West Side - Administration)	Prof. Gadre M S	Mr Vargis Thomas Mrs. S. S. Guhagarkar
4	A-Wing 1st floor (East Side - TPC)	TPO	Mr Joshi S S
5	A-Wing 1st floor (West Side – Student section)	Mr. Shembekar DD	Mr.Rajguru RS Mr Mohite AV
6	B-Wing Ground floor (West side - FE Dept.)	Mr. Maruti Satpute	Mr. P. A. Patil , Mrs. S. R. G
7	B-Wing Ground floor (East side - FE Dept.)	Mr. Khalkar V R	Mr Potdar B S
8	B-Wing 1st floor (West Side - Chemical Dept.)	Dr Tekade S P	Mr. Satish Mohite
9	B-Wing 1st floor - (East Side - Exam Section)	COE	Mr. Vishal Palekar
10	C-Wing Ground floor (Mechanical Dept.)	Dr Danawade B A	Mr. Satej More
11	C-Wing 1st floor (West Side- Computer Dept.)	Dr Bane R R	Mr. Mahesh Gajmal , M. Salunke
12	C-Wing 1st floor (East side-	Dr Mangore A K	Mr Khemraj Deulkar
13	C-Wing 2nd floor (Extc. Dept.)	Dr. Sachin Khedekar	Mr Gamare NV
14	D-Wing (Workshop)	Mr. Samir Gajmal	Mr. Wategaonkar , Mr. Sanjay Desai

15	Central Library	Librarian	Mr. Pramod Nage,
16	Auditorium, Seminar room, Conference room	Mr. Sagar Jadhav	Mr. Sandip Phepade, Mr PA
17	Boys Hostel No.1 (Shivneri)	Warden	Mr Bole S G
18	Boys Hostel No.2 (Raigad)	Warden	Mr Bole S G
19	Girls Hostel (Ajinkyatara)	Warden	Mrs Vategaonkar
20	Staff Quarters 1BHK (Building 1)	Mr. SS Patil	Mrs. Mhatre U A
21	Staff Quarters 1BHK (Building 2)	Mr. Kasar VR	Mr Mohite S B
22	2BHK Staff Quarters, Guest House	Dr S K Patil	Dr Ayare SD
23	Play Area , Gymnasium	Mr Chetan Shinde	Mr Bole SG
24	Vehicles Parking	Mr. S D Jadhav	Mr.Phepade SS

1. How to access software?

To access the area adoption program software just type <http://gharda/aap> OR <http://10.0.0.2/aap> in your default browser (Internet Explorer, Mozilla Firefox, Google Chrome, or any other) from your computer connected to the intranet & you will get the following login screen.



Image A Registration

2. How to register as a new user?

To register as a new user click on the “Register Here” link on home page of area adoption program software (please refer to Image A on Page no. 6) & you will get the following screen.

The screenshot shows a web browser window with the title "Option Programme : Gharda Institute Of Technology - Mozilla Firefox". The address bar shows "http://git/aap/". The page content includes the following elements:

- Page Title:** Area Adoption Programme
- Subtitle:** Gharda Institute Of Technology, Lavel
- Section Header:** Registration Form..
- Form Fields:**
 - Full Name: Mr. Amol Salunkhe
 - Department: IT
 - Email: mramolsalunkhe@gma
 - Extension No: 201
 - User Name: amol
 - Password: [Masked]
 - Re Enter Password: [Masked]
- Buttons:** Save, Cancel
- Link:** Back...
- Footer:** Copyright © 2010, Gharda Institute of Technology. All Rights Reserved. Designed & Managed by Mr. Amol Salunkhe (Ext. 201)

Image B Log In screen

You have to enter all the necessary fields such as full name, department, email id, extension no., user name & password (please refer to Image B). After successful registration, you will get the message “ Your details reached to the account manager. Please contact at extension.. 162/155 to activate your account. Thank You. ” i.e. you have to do the phone call at ext. 162/155 to activate your account. Only after

activation you can login into aap software.

3. Role of Basic User

Basic users can be any staff member or student registered in AAP software. He/She will have the following accessing rights,

1. He / She can register the complaint against any area. .
2. View report of complaints registered by him/her.
3. Can view/update status of already registered complaint with help of software-generated complaint reference no. (

4. Change password.

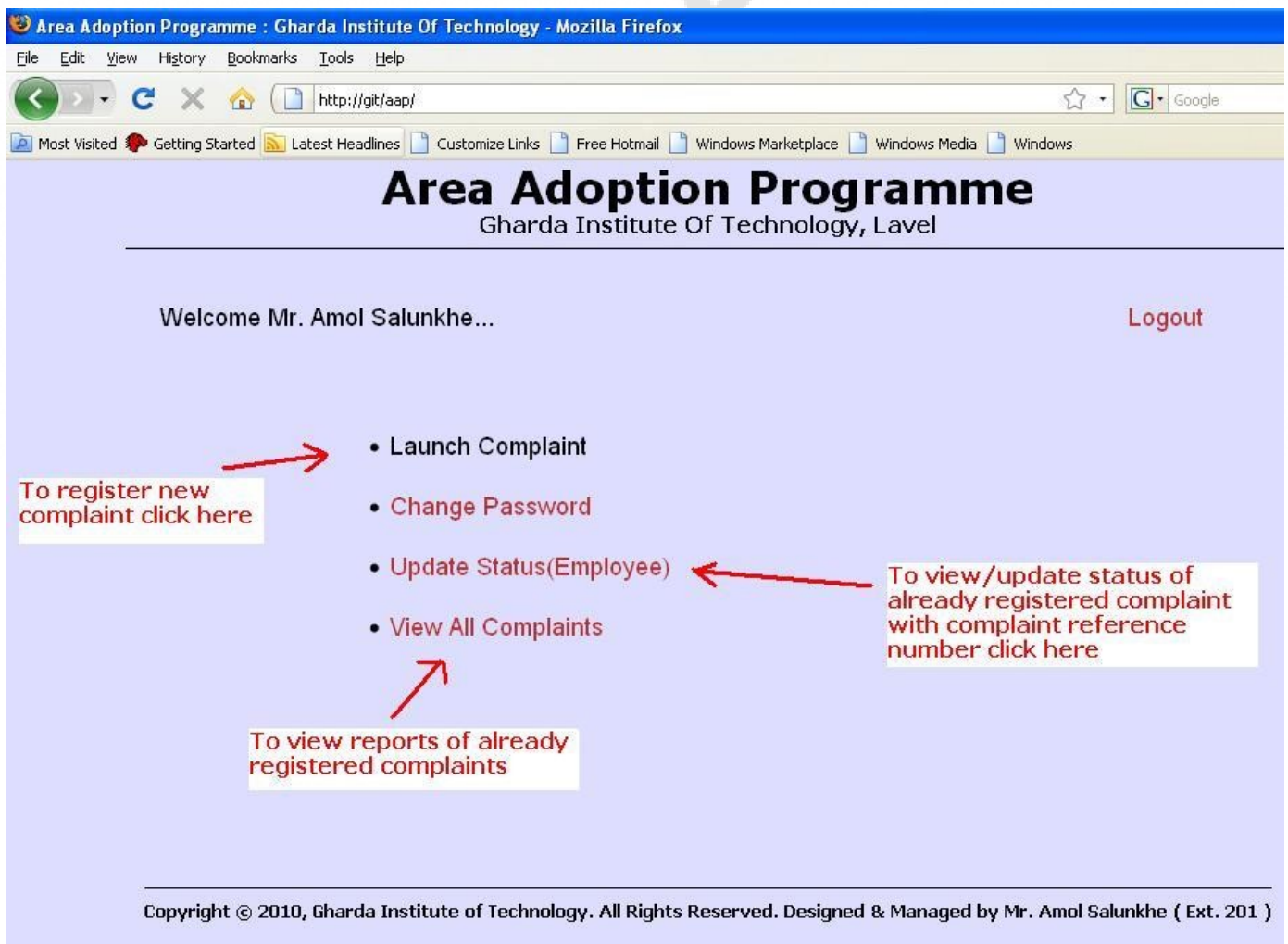


Image C Home Screen of user

5. How to launch a complaint?

To register a complaint you have to just select the proper area & write your complaint in maximum 255 words. (Please Refer Image D)

Area Adoption Programme
Gharda Institute Of Technology, Level

Launch Complaint..

Employee Name: Mr. Amol Salunkhe
Department: IT
Select Area: 5. A-Wing 1st floor (West Side - Exam/Project)
Write your Complaint: Requested to shift the exam noticeboard from old library(B Wing) to outside Academic section.
Date: 8/5/2011

Back...

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Select area from drop down list

Write your complaint here Max. 255 characters

Image D Complain Launch

After successful registration of complaint, you will get one complaint registration number for future reference.

Area Adoption Programme

Gharda Institute Of Technology, Lavel

Your complaint is sucessfully registered / updated.

Complaint Registration Number is 109.

Back 👍

After sucessful registration of complaint you will get unique complaint reference no

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Image E Complain Registration Number

6. How to check/update status of complaints?

To check status of complaint you must enter your complaint reference number. Then you will get following screen(Please refer Image F). Here you can check remarks given by area team leader & project department. Also you can write your own remarks as shown in figure.

Area Adoption Programme

Gharda Institute Of Technology, Level

Complaint Status

Complaint No	4
Complaint Description	Request to Mr. Shrikant Talekar. Work: Fixing of Clock on the Wall.
Area Name	9. B-Wing 1st floor - (East Side - Exam Section)
Who Launched	Mr. Amol Salunkhe
Team Leader	H.O.D Chemical Engg
Area Members	Mr. Vishal Palekar
Registration Date	9/18/2010
Previous Employee Remark	Work Done. Thanks...
Team Leader Remark	Work Done..
Admin Remark	NIL
Measures Taken	work is done
Material Used	No material
Total Expenditure	0
Enter current Remarks of Employee	<input type="text"/> <input type="radio"/> Satisfied <input type="radio"/> Not Satisfied <input type="button" value="Update"/>

Write your remarks here

To raise already registered complaint

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Image F Complaint Status

If you are not satisfied with the remarks given by area team leader or measures taken by project department then you can again raise already registered complaint by clicking “ Not Satisfied “ option (Please refer Image F). This will make complaint pending for project department even if it is closed by them.

7. Role of Area Team Leader

Team Leader can be area head who is responsible for that area with his team members. He will have following accessing rights,

1. He / She can register the complaint against any area (Pg no.9).
2. Can view/update status of already registered complaint with help of software generated complaint reference no (Pg no.10).
3. He/She can view pending complaints against his area.(Pg no.9)
4. Can view/update (give remark) on already registered complaint with help of software generated complaint reference number.

5. Change password.

Area Adoption Programme
Gharda Institute Of Technology, Level

Welcome Registrar... Logout

- Launch Complaint ← **To register new complaint click here**
- Change Password
- Update Status(Employee) ← **To view/update status of already registered complaint with complaint reference no**
- Update Status(Teamleader) ← **To view/update status as a Teamleader**
- View Pending Complaints ← **To view summary report of pending complaints launched against your area**
- View All Complaints ← **To view summary report on all complaints launched against your area till date.**

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Image G

Evidences of Success:

Before the implementation of Area Adoption Programme (AAP), institute was facing problems related with computer and civil maintenance. Complaints related with the same were not properly identified. Also they were not sent to concerned department in time. Hence those complaints remain unattended. Also it was difficult to decide the priority of complaints based on their urgency. Introduction of Area Adoption Program has made large impact to overcome such maintenance related problems. AAP helps to distinguish between IT and Civil maintenance work. With the help of AAP, faculty can launch complaint to the concerned department directly. The status of solved and pending issues is discussed in monthly meeting of Local Managing Committee. Concerned persons are called in the meeting to discuss major issues for implementation, if any. AAP has provided single window solution for solving maintenance related problems.

Year	Lodged Complaints	Resolved Complaints
2017-18	168	168
2018-19	99	98

2019-20	110	99
2020-21	34	29

Problems encountered and resources required:

Software designing: This was addressed by faculty members.

Software maintenance: The issue was eventually addressed and at present ownership of maintenance lies with the IT Help Desk.

The program acceptability: The acceptability of the program was a problem in the beginning. But after a while the usefulness of the scheme was understood by all the users and the program now has turned out to be very popular.

Resources required: Following resources were needed while implementing AAP:

IT resources like Intranet, Wi-Fi accessibility, and Server of normal specification.

Practice 2: E-Learning Resource Center (ELRC)

The screenshot shows the ELRC HOME website. The header includes the GIT logo and the title 'ELRC HOME'. A navigation menu on the left lists various engineering disciplines. The main content area features a large image of a hand holding a globe with icons for technology and learning. Text on the page describes the evolution of education and the role of the ELRC, established in 2009, which provides online resources for all engineering subjects.

Objectives:

1. Enhance the quality of learning and teaching by providing all kind of multimedia resources of learning under a simple click

2. Bring all possible educational disciplines under a single platform
3. Meet the learning style or needs of students in changing environments.
4. Improve the efficiency and effectiveness of learning activities with user friendly, trustworthy and automated environment
5. Improve user-accessibility and time flexibility to engage learners in the learning process

Context:

We live in a world that is constantly changing. The presence of computers has revolutionized the world. Computers have brought in a host of new technologies for education. Learning has changed as well. Starting from the ancient gurukul system to the formal classroom learning in schools to distance education, the process of learning in education has come a long way. E-Education is the process of learning where computers are used at each possible step of the process: enrollment, instruction design, content delivery, evaluation, assessment, and support. The e-learning system designed to enable teaching and learning through the use of intranet & internet technologies.

The Practice:

The eLearning Resource Center established in GIT in the year 2009 as an Online Teaching Assistant (Accessible in LAN only) for all GIT students. From the year 2020 we are making it online in true way. Student can access it from anywhere. Online subject help is provided in the form syllabus, teaching plan, question papers, presentations, e-books, faculty notes, lecture videos, flash animations for all Engineering Subjects in a structured format.

Detailed storyboards and prototypes are often made, and the look and feel, graphic design, user-interface and content is determined here. The graphical representation is given as follows. There is separate ink of each type of study resources and students have personal log in to access the material. Faculties can upload the content through their own Google Drive Link.

Evidence of Success:

The need and effectiveness of GIT E-Learning Centre is best evaluated in Lockdown period of Covid-19 Pandemic this year. It is really a key factor which makes us successful to reach more than 80% of our students with our lecture recording and E-Materials. Provision for absent students in regular classes has been made. Students can get the guidance from different instructors. Faculty can update their subject data on their own using subject wise login. Student can give feedback/remark to subject data content through comments (if permitted) Assignments, Notices, Video Lectures can be displayed on the same page. Academic, Account, Exam, Library, etc. dept. can post their notices from their page.

Following is the address: <https://sites.google.com/a/git-india.edu.in/elrc>

Problems Encountered:

Initially ELRC was available in only offline (In LAN only) mode. Because of which students unable to

access data from their home/ outside campus. In online mode data is available from anywhere using college domain email id.

Some of the faculty members were unable to upload the material on ELRC due to lack of knowledge. They have been guided properly for the same.

Students need to access the same through college domain email id only. For the same all the students have been provided GIT email ids.

To maintain the ELRC portal, it requires periodical update/s. Subject wise email ids were created and allocated the same to respective subject teacher.

Google policies related to Google Sites updated & all old classic sites are shifted to advanced google sites. During this transformation phase following problems occurred,

Page level permissions is not available in advanced version of Google Sites which is required for security purpose Which is now solved using individual subject websites. (No one can edit data other than access with subject id)

In old classic google sites most of the links created / designed using Table Tools. In advanced versions as this feature is not available this table format data is converted to lists which consumes lots of time.

Resources required: Following resources were needed to maintain E-Learning Resource Centre, GIT.

IT resources like Intranet, Wi-Fi accessibility and Server of normal specification. No Extra cost to upgrade the same.

Institution Website web link: http://git-india.edu.in/git/about_ivbp_bestpractices.html

Every faculty and student should have an account on the git-india.edu.in domain.

File Description	Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

One way to improve the quality of education is to make use of efficient technology in an institution. This will open up more opportunities for the teachers and students as well. Information and Communication Technology (ICT) in education is the mode of education that uses information and communications technology to support, enhance, and optimize the delivery of information.

In our college we are gradually shifting towards the Digital Learning & Reading Process by adoption of modern teaching learning techniques for the benefit of the students and teachers as well. We have implemented an eLearning Resource Center (eLRC). The first eLearning Resource Center was established in GIT in the year 2009 as an Online Teaching Assistant (Accessible in Institute LAN only) for all GIT students. All faculty members were uploading their teaching content on the eLRC. From the year 2020 Institute made it online in a true way. Students can access it from anywhere. Online subject help is provided in the form syllabus, teaching plan, question papers, presentations, ebooks, faculty notes, lecture videos, flash animations for all Engineering Subjects in a structured format. E-learning has changed the college experience for many students. Rather than sitting through college courses and taking notes, tech-savvy Net Generation students are taking advantage of video lectures and other forms of online learning.



The Institute has a Google Suit subscription through Google Sites facility available. eLRC is implemented using Google Sites. Every faculty and student of the Institute have an account on Google Sites. For every subject a separate account is created and a separate web page is well structured maintained. The web Page of every subject is well maintained and has the content like Syllabus, Teaching Plan, Practical Plan, Recorded Video Lectures of faculty members, Notes, PPTs, University Question Papers, any other material.

The image displays two screenshots of the ELRC Home website. The top screenshot is a desktop view of the website at www.git-india.edu.in/elrc/home.html. It features a navigation menu with categories like 'First Year Engineering', 'Chemical Engineering', 'Mechanical Engineering', 'Computer Engineering', 'E&TC Engineering', 'Civil Engineering', and 'Contact'. A sidebar on the left lists 'Notifications & Circulars' with sub-items like 'Academic Section', 'Exam Section', 'Library Section', 'Results', 'Accounts Section', and 'How to update ELRC'. The main content area is titled 'ELRC Home' and contains text explaining the evolution of education and the role of e-learning. The bottom screenshot is a mobile view of the same website at <https://sites.google.com/a/git-india.edu.in/elrc>. It features a sidebar menu with 'ELRC Home' and various engineering branches. The main content area has a large 'ELRC HOME' header and an image of a hand holding a globe with various icons representing technology and education. The text in both screenshots is identical, describing the world's constant change, the revolutionization of education by computers, and the benefits of e-learning.

During the COVID 19 pandemic, faculty members took lectures using Google meet. Due to Google Sites subscription every faculty member has recorded his/her lectures and kept on eLRC. Due to this students were able to access lectures after academic hours also. Many workshops and seminars as well as FDP were arranged in the online mode. Alumni Meet and Alumni Interactions were also taken in online mode using ICT tools. All examinations during pandemic were conducted in the online mode using ICT facilities.

All classrooms are ICT enabled, hence regular academics can be augmented with online expert lectures and any relevant online video. All BE classes is having Smart Board on which we can write anything and also access the internet content using a touch screen facility. Teachers are conducting tests in online mode using Google Form. It saves the assessment time. More importance is given to taking classes by faculties by using ICT tools and Smart Classes. Students' Soft Skills and technical training also can be conducted in the online mode using ICT-enabled facilities.

Massive Open Online Courses (MOOCs) are internet-based courses, free of charge, that have incredibly large numbers of students. In a typical MOOC has a specific start and end dates, a more-or-less defined topic of study, facilitator/s, and assessments. Institute has tied up with online certification platforms like SWAYAM, Coursera, AWS Academy, Huawei, Redhat Academy, etc. to which students register and take the benefits of additional training and certification. MOOCs bring people together from all over the world and encourage engagement between staff and students of a given university/ Institution to interact with wider people. Offering diverse classes on different topics makes it easy for learners to keep up with the latest news and trends and be on top of their professional field.

To make online learning resources available to the GIT students through a single window, Ekeeda.com has sponsored the Digital Library project to GIT. This video library contains 90000+ high-quality videos recorded by renowned experts from the Engineering industry. Students can watch videos and access notes through Ekeeda.com App and website. The login ids are provided to every student individually.

It covers content of different branches and a link to each branch is provided below.

Mechanical Engineering

Civil Engineering

Computer Engineering

Electronics and Telecommunication Engineering

By adopting these modern techniques it is found that students are getting attracted to it and they can easily understand the given topics through pictures, videos, animations etc. This has resulted in improving the results.

The Institute has an online complaint-raising portal called Area Adoption Program (AAP). The lodging and resolving of complaints is simplified and made faster.

Institute has 3 Internet leased line connections having 50 Mbps, 40 Mbps and 30 Mbps capacity respectively. All academic and office infrastructure is connected with 100Mbps LAN. Entire campus is wi-fi enabled with more than 100 wi-fi routers installed.

File Description	Document
Appropriate web in the Institutional website	View Document

NAAC

5. CONCLUSION

Additional Information :

The principal objective of the Gharda Foundation is "To carry on activities for the benefits and development of residents of rural India by application of all suitable means available with a focus on issues like health, literacy, nonformal education, social awareness, agriculture, technical education, etc. on its own or by joining hands or by helping like-minded NGO's ". The establishment of the Gharda Institute of Technology in a typical rural sector is also a step in line with the philosophy of the Gharda Foundation.

Gharda Institute of Technology has been established by Padma Shri Dr. K. H. Gharda under Gharda Foundation in 2007. It is affiliated with the University of Mumbai and runs Chemical, Computer, Mechanical, Electronics & Telecommunication, and Civil Engineering programs successfully.

Concluding Remarks :

Concluding Remarks:

In 14 years, the institute has expanded its horizon and attained some remarkable crucial steps. It is the first NAAC accredited institute in the Konkan region and the first institute to apply for and approached NBA accreditation. In the year 2015-16, the institute has been first time accredited by NAAC with B+ (CGPA 2.61). Citing the funding, research, and collaborative opportunities opening through TEQIP funds, the institute is preparing for the NBA Accreditation of its programs.

Along with NAAC accreditation, the institute has applied for other ranking agencies to get ranked at different levels. For the first time, the institute was ranked by NIRF (National Institutional Ranking Framework) in the year 2020.

Teaching-learning processes have improved tremendously by enhanced use of ICT facilities, MOOCs, and other resources at the institute level. Apart from the participation in curriculum development by faculty, the curriculum is augmented by the introduction of Certification courses.

With more than 18 doctorates and 150+ research publications, the institute desires to enhance its footprint in research and funding in the future.

The institute has been recognized as Outreach Centre to offer courses by the Indian Institute of Remote Sensing (IIRS) in collaboration with ISRO. Since 2019, 62 students have completed the Certification course. Along with the same, GIT is the Remote center of IIT Bombay and IIT Kharagpur for offering training to faculty and students. Since 2016, GIT is the active Local Chapter of NPTEL SWAYAM.

GIT believes in sustainable development and set up green initiatives such as environment and energy auditing, solar lighting, energy conservation, measures, and wastewater treatment setups.

GIT wishes to be a prominent institution in the Maharashtra state with milestones such as NBA Accreditation, Autonomy, and offering post-graduate programs with a research center.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>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 last five years</p> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : As per documents provided by the HEI</p>																				
1.2.2	<p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>5</td> <td>6</td> <td>3</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>5</td> <td>6</td> <td>3</td> <td>2</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	4	5	6	3	2	2020-21	2019-20	2018-19	2017-18	2016-17	4	5	6	3	2
2020-21	2019-20	2018-19	2017-18	2016-17																	
4	5	6	3	2																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
4	5	6	3	2																	
1.2.3	<p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>340</td> <td>165</td> <td>152</td> <td>120</td> <td>52</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>461</td> <td>208</td> <td>139</td> <td>120</td> <td>52</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	340	165	152	120	52	2020-21	2019-20	2018-19	2017-18	2016-17	461	208	139	120	52
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461	208	139	120	52																	
1.3.2	<p>Average percentage of courses that include experiential learning through project work/field</p>																				

work/internship during last five years**1.3.2.1. Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
184	166	155	145	134

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
84	61	57	57	48

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**1.3.3.1. Number of students undertaking project work/field work / internships**

Answer before DVV Verification : 631

Answer after DVV Verification: 301

Remark : HEI has not provided the supporting documents to claim his input.

1.4.2 Feedback process of the Institution may be classified as follows:**Options:**

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: A. Feedback collected, analysed and action taken and feedback available on website

2.1.1 Average Enrolment percentage (Average of last five years)**2.1.1.1. Number of students admitted year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
171	128	173	203	220

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

171	128	173	203	220
-----	-----	-----	-----	-----

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
---------	---------	---------	---------	---------

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
92	67	78	106	109

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
76	66	73	74	80

Remark : DVV has updated the data as per the details provided by the HEI. Also, it has been observed that gilled seats str exceed earmarked ones. Any excess admission made in the categories is to be considered as general merit.

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

2.3.3.1. Number of mentors ?????????????? ???????

Answer before DVV Verification : 44

Answer after DVV Verification: 44

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

2.4.2.1. Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
17	15	12	8	4

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
17	15	12	8	4

2.4.3	<p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 563 Answer after DVV Verification: 563</p>																				
3.1.1	<p>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</p> <p>3.1.1.1. Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs) Answer before DVV Verification:</p> <table border="1" data-bbox="306 712 1046 846"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0.75</td> <td>0.795</td> <td>0.5</td> <td>1.15</td> <td>0.8</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 922 1046 1057"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0.75</td> <td>0</td> <td>0.5</td> <td>1.15</td> <td>0.8</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	0.75	0.795	0.5	1.15	0.8	2020-21	2019-20	2018-19	2017-18	2016-17	0.75	0	0.5	1.15	0.8
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0.75	0	0.5	1.15	0.8																	
3.1.3	<p>Number of Seminars/conferences/workshops conducted by the institution during the last five years</p> <p>3.1.3.1. Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 1339 1046 1473"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>4</td> <td>20</td> <td>3</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1550 1046 1684"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>4</td> <td>10</td> <td>3</td> <td>7</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	19	4	20	3	7	2020-21	2019-20	2018-19	2017-18	2016-17	11	4	10	3	7
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2020-21	2019-20	2018-19	2017-18	2016-17																	
11	4	10	3	7																	
3.2.1	<p>Number of papers published per teacher in the Journals notified on UGC website during the last five years</p> <p>3.2.1.1. Number of research papers in the Journals notified on UGC website during the last five years. Answer before DVV Verification:</p> <table border="1" data-bbox="306 1966 1046 2101"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>15</td> <td>14</td> <td>16</td> <td>5</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	13	15	14	16	5										
2020-21	2019-20	2018-19	2017-18	2016-17																	
13	15	14	16	5																	

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
13	16	14	15	5

3.3.2 **Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
12	5	18	19	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	5	4	2

3.3.3 **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

3.3.3.1. **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
28	17	29	28	18

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
15	16	21	13	18

3.3.4 **Average percentage of students participating in extension activities at 3.3.3. above during last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

1897	819	2763	2645	1400
------	-----	------	------	------

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
88	110	100	110	80

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
139	54	41	47	42

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
17	37	26	17	14

3.4.2 **Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
9	1	2	0	10

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
9	1	1	0	7

4.1.3 **Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**

4.1.3.1. **Number of classrooms and seminar halls with ICT facilities**

Answer before DVV Verification : 24

Answer after DVV Verification: 22

Remark : As per documents provided by the HEI

4.1.4	<p>Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)</p> <p>4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs) Answer before DVV Verification:</p> <table border="1" data-bbox="306 389 1046 524"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>14.81</td> <td>37.95</td> <td>23.75</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 602 1046 736"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>14.80</td> <td>37.95</td> <td>23.74</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	0	0	14.81	37.95	23.75	2020-21	2019-20	2018-19	2017-18	2016-17	0	0	14.80	37.95	23.74
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	0	14.81	37.95	23.75																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	0	14.80	37.95	23.74																	
4.2.2	<p>The institution has subscription for the following e-resources</p> <ol style="list-style-type: none"> 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above</p>																				
4.2.3	<p>Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)</p> <p>4.2.3.1. Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs) Answer before DVV Verification:</p> <table border="1" data-bbox="306 1456 1046 1590"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>8.17</td> <td>16.85</td> <td>10.08</td> <td>15.97</td> <td>12.82</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1668 1046 1803"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>6.40</td> <td>9.58</td> <td>9.7</td> <td>15.26</td> <td>12.97</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	8.17	16.85	10.08	15.97	12.82	2020-21	2019-20	2018-19	2017-18	2016-17	6.40	9.58	9.7	15.26	12.97
2020-21	2019-20	2018-19	2017-18	2016-17																	
8.17	16.85	10.08	15.97	12.82																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
6.40	9.58	9.7	15.26	12.97																	
4.2.4	<p>Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year</p> <p>4.2.4.1. Number of teachers and students using library per day over last one year Answer before DVV Verification : 14 Answer after DVV Verification: 14</p>																				

4.4.1	<p>Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 465 1046 600"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>21.65</td> <td>61</td> <td>34.83</td> <td>36.6</td> <td>80.21</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 678 1046 813"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>61</td> <td>34</td> <td>36</td> <td>80</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	21.65	61	34.83	36.6	80.21	2020-21	2019-20	2018-19	2017-18	2016-17	21	61	34	36	80
2020-21	2019-20	2018-19	2017-18	2016-17																	
21.65	61	34.83	36.6	80.21																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
21	61	34	36	80																	
5.1.1	<p>Average percentage of students benefited by scholarships and freeships provided by the Government during last five years</p> <p>5.1.1.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1171 1046 1305"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>851</td> <td>749</td> <td>753</td> <td>654</td> <td>677</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1384 1046 1518"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>851</td> <td>749</td> <td>654</td> <td>654</td> <td>677</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	851	749	753	654	677	2020-21	2019-20	2018-19	2017-18	2016-17	851	749	654	654	677
2020-21	2019-20	2018-19	2017-18	2016-17																	
851	749	753	654	677																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
851	749	654	654	677																	
5.1.2	<p>Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years</p> <p>5.1.2.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1877 1046 2011"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>96</td> <td>98</td> <td>97</td> <td>100</td> <td>92</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	96	98	97	100	92										
2020-21	2019-20	2018-19	2017-18	2016-17																	
96	98	97	100	92																	

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
96	55	97	94	92

5.1.4 **Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
501	198	86	513	320

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
463	197	0	121	90

5.1.5 **The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

5.2.1 **Average percentage of placement of outgoing students during the last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
47	94	138	142	28

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
47	94	138	142	28

5.3.3 **Average number of sports and cultural events/competitions in which students of the Institution**

participated during last five years (organised by the institution/other institutions)

5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
5	6	20	20	20

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4	2	1	8	6

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

Answer before DVV Verification : D. 1 Lakhs - 3 Lakhs

Answer After DVV Verification: E. <1 Lakhs

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
10	9	10	6	12

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
8	9	9	5	12

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
56	49	32	62	85

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
46	45	30	36	34

Remark : DVV has updated the data as per documents provided

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
25.64	2.26	3.25	0.48	0.35

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2.64	2.26	3.25	0.48	0.35

6.5.3 Quality assurance initiatives of the institution include:

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: A. 4 or All of the above

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**

	<p>2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus</p> <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: C. 2 of the above</p>
7.1.5	<p>Green campus initiatives include:</p> <p>1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants</p> <p>Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: A. Any 4 or All of the above</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <p>1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities</p> <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <p>1. Built environment with ramps/lifts for easy access to classrooms. 2. Divyangjan friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</p> <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <p>1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized</p>

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>297</td> <td>284</td> <td>250</td> <td>235</td> <td>222</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>297</td> <td>284</td> <td>250</td> <td>235</td> <td>222</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	297	284	250	235	222	2020-21	2019-20	2018-19	2017-18	2016-17	297	284	250	235	222
2020-21	2019-20	2018-19	2017-18	2016-17																	
297	284	250	235	222																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
297	284	250	235	222																	
2.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1086</td> <td>972</td> <td>994</td> <td>1038</td> <td>1144</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1086</td> <td>972</td> <td>994</td> <td>1038</td> <td>1144</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	1086	972	994	1038	1144	2020-21	2019-20	2018-19	2017-18	2016-17	1086	972	994	1038	1144
2020-21	2019-20	2018-19	2017-18	2016-17																	
1086	972	994	1038	1144																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
1086	972	994	1038	1144																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>116</td> <td>118</td> <td>117</td> <td>97</td> <td>97</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>116</td> <td>118</td> <td>117</td> <td>97</td> <td>97</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	116	118	117	97	97	2020-21	2019-20	2018-19	2017-18	2016-17	116	118	117	97	97
2020-21	2019-20	2018-19	2017-18	2016-17																	
116	118	117	97	97																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
116	118	117	97	97																	
2.3	<p>Number of outgoing / final year students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>305</td> <td>263</td> <td>245</td> <td>308</td> <td>356</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	305	263	245	308	356										
2020-21	2019-20	2018-19	2017-18	2016-17																	
305	263	245	308	356																	

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
305	263	245	308	356

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
62	62	65	68	85

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
61	61	61	61	61

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
61	61	61	61	61

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
61	61	61	61	61

4.1 **Total number of classrooms and seminar halls**

Answer before DVV Verification : 24

Answer after DVV Verification : 24

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
402.93	543.51	550.86	590.72	664.68

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
402.93	543.51	550.86	590.71	664.64

4.3 **Number of Computers**

Answer before DVV Verification : 380

Answer after DVV Verification : 350

4.4	Total number of computers in the campus for academic purpose Answer before DVV Verification : 345 Answer after DVV Verification : 300
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NAAC