



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**JAWAHARLAL DARDA INSTITUTE OF ENGINEERING
AND TECHNOLOGY, YAVATMAL**

**JAWAHARLAL DARDA INSTITUTE OF ENGINEERING AND TECHNOLOGY,
MIDC, LOHARA, YAVATMAL**

445001

www.jdiet.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Jawaharlal Darda Institute of Engineering and Technology (JDIET) is one of the self financed unaided linguistic minority institutets in Maharashtra State providing technical education in various disciplines of engineering. All the courses are approved by All India Committee of Technical Education (AICTE), Directorate of Technical Education (DTE) and affiliated to Sant Gadge Baba Amravati University (SGBAU), Amravati. JDIET is situated in Yavatmal which is one of the most backward and landless labour areas of the state. The institute has been established in 1996 with Vision of Delivering excellence in engineering education through its mission of Providing highest quality resources, learning processes and research to create technically qualified professional capable of making significant contribution to individual and social empowerment.

Today JDIET offers seven undergraduate programs in Computer Science Engineering, Mechanical Engineering, Civil Engineering, Electrical Engineering, Electronics and Telecommunication Engineering, Textile Engineering, and Chemical Engineering. Along with this institute research labs are recognized for Ph.D. program in almost all major courses. The institute's infrastructure consists of state of art buildings measuring around three lakhs square feet with ultra-modern facilities, digital classrooms,sports amenities, Wi-Fi campus, e-governance, CCTV surveillance and optical networking with robust IT infrastructure. The institute has well ventilated spacious smart classrooms equipped with modern teaching learning tools and laboratories with world-class facilities for imparting experiential learning to the students.College library provides a rich collection of specialized library resources, services to support students' academic work and enrich their research skills. We are focussed to equip our students with all the necessary skill sets in terms of technical knowledge, interpersonal skills, communication, and leadership to get them placed in highly reputed companies.

JDIET is permanently affiliated to Sant Gadge Baba Amravati University (SGBAU),Amravati. All major courses were accredited by the National Board of Accreditation from 2009 to 2012.Also the institute has been accredited by NAAC from 26th September 2018 to 25th September 2023.The institute has also been accredited by Innovators and Researchers International Forum (IRIF),USA. A testing and consultancy laboratory is also accredited by National Accreditation Board for Testing and Calibration Laboratories (NABL).

Vision

Deliver excellence in engineering education

Mission

Provide highest quality resources, learning processes and research to create Technically qualified professional capable of making significant contribution to individual and social empowerment.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Visionary Management having a strong desire and commitment for developing the institute
- Decentralization and participative management
- E-Governance in administration, academics and finance Progressive Teaching and Learning Process.
- Devoted and Dedicated Faculty Members.
- State of the art infrastructure with wifi campus and one of the best Library with large number of books, journals, magazines, e journals of national and international repute.
- Effective initiatives undertaken for supporting slow learners and students from diverse backgrounds.
- Emphasis on holistic development of students.

Institutional Weakness

- Curriculum not in sync with contemporary needs or global standards as the institute is affiliated to external university and there are constraints of University-prescribed curriculum.
- Insufficient faculties with PhDs
- The demand and placements in IT Sector has caused an imbalance in placement of other disciplines.
- Less number of faculty and students from other states.

Institutional Opportunity

- Achieve autonomous status
- Networking with reputed national and international institutes.
- Schemes funded by organisations like, AICTE, UGC,DST can provide the necessary resources for up gradation of the Institute.
- Substantial Support from Alumni
- Developing Centres of Excellence

Institutional Challenge

- Competition from reputed national and international institutes.
- The tendency of students to move to bigger cities for education.
- Limitation of fees paying capacity of regional students.
- The tendency of students to prefer non IT-related courses.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute is a self-financing institution and follows the curriculum and syllabus prescribed by Sant Gadge Baba Amravati University, Amravati. The institute ensures effective curriculum delivery by proper planning and its effective implementation. Many senior faculty members of the institution have representations in the University level committees and actively contribute in the design of the curriculum. In order to increase

efficacy of implementation, the institute periodically conducts various audits like Academic Audits, Student Feed Back, Staff Feed Back, Staff Appraisals and Parents Feed Back. Class room teaching is supplemented with expert lectures and seminars by experts from industry and academia. Supplementary enrichment programmes are arranged for value addition for the students. The faculty members are trained to use innovative ICT based teaching methods to make the class rooms more inclusive. The faculty is continuously upgraded through various Short Term Training and Faculty Development Programmes. E-Governance is implemented for effective monitoring of the curriculum progress by using a College Administration System (CAS). The institute caters to the needs of slow learners and students admitted through lateral entry scheme by conducting remedial classes, extra lectures and bridge courses. Provision of added courses and activities are made for the holistic development of the students.

Teaching-learning and Evaluation

The Institute has developed a robust teaching learning & evaluation process. Institute takes efforts to serve various students of different back grounds and abilities with special programs for advanced and slow learners. Financially weaker students are supported with different government and non-government scholarships as per state and central government norms. The institution follows a well-defined plan for conduction of courses and continuous internal evaluation. The library has a good collection of books, e-books, e- journals and NPTEL videos. Majority of the students admitted in the institute belong to the rural and vernacular background with a major deficiency in english and mathematics. Therefore bridge courses are conducted to bring the students at an even level. An academic calendar is prepared every semester in accordance with the university academic schedule. On the basis of Academic Calendar the teaching & implementation plan and examination schedules are prepared. Students are continuously assessed throughout the semester and evaluated based on the Internal Test, Practical Classes, Project/Seminar Work and university examinations. Institute runs teacher guardian scheme (TGS) in all the programs through which every student of the institute is mentored by the allotted teacher. The mentor interacts with the students to monitor their academic progress and take corrective measures. Healthy one-on-one mentoring relationships are developed by maintaining a proper student teacher ratio. Institute regularly conducts activities like Implant training; industrial visits and industry based projects, group discussions, debates, projects, and presentations for second year and onward students to engage them in higher order thinking and investigation.

Research, Innovations and Extension

A dedicated Research and Development Cell has been formed to create awareness regarding research and innovations within the institute and support the aspirants with required facilities. The departments have got their laboratories recognized as Research Centers for PhD scholars. Experts and eminent personalities from industries and academia are invited for orientation of faculty towards quality research and innovation. The research thrust areas of various departments have been identified and the faculty and students are encouraged to carry out projects in these areas. Multidisciplinary Labs like Robotics, Artificial Intelligence, Digital Image Processing, Digital Signal Processing and Electronics Devices and Circuit, Rapid Prototyping etc are also available in the institute to develop innovative projects. The Institution has created an ecosystem for innovation by establishing an incubation centre under the aegis of MSME, Government of India. The institution has signed MoUs with several industries for research projects and Internships, Faculty and students are motivated to attend and present papers in intra-collegiate technical events as well as publish papers in national and international conferences and journals. Institute provide financial assistance to faculty and students to support them to participate in these events. The institute supports the faculty members for submitting research projects and

secure external funding through flexibility in administrative processes and infrastructure augmentation. on job training and research. Several activities are organized by the Institute for holistic development of students and imbibe human values within them. Sensitization of the students towards social issues and contexts are also done through these social activities.

Infrastructure and Learning Resources

Institute comprise of state of art buildings having area allocated for academic, administration, amenities and well planned beautiful landscaping. The campus mainly consists of institute building and hostel buildings with total built-up area of 27419 sq. m (2,95,028 sq. ft.). The complete campus is spread over 17.29 acres, surrounded with natural landscapes and water bodies. Institute is having adequate number of class rooms, tutorial rooms, departmental laboratories, research laboratories, language laboratory, workshops, computer centre, seminar halls, main central library with complete furniture and advanced equipments necessary for quality teaching learning process. Institute is under networking, Wi-Fi, CCTV and also having College Administration System (CAS) for administrative support and e-governance. The central library is well equipped with books, e-facilities and automated using integrated management system. A significant amount of the annual budget is utilized for procurement of books, e-Journals, print-Journals and periodicals. The institute is equipped robust servers and internet accessibility up to 300 Mbps along with more than four hundred computers. Institute has an exclusive Computer Centre for knowledge acquisition and internet browsing with number of terminals with high-speed internet connectivity. The institute is equipped with indoor and outdoor sports facilities. Twenty four hours power backup is provided with enough generators for uninterrupted power supply throughout the session. An appreciable amount of fund is spent on maintenance of physical and academic equipment facilities.

Student Support and Progression

The institution provides an excellent students support mechanism. Financial support is provided to the meritorious students and economically weaker students. The courses of guidance for competitive exam, career counselling and skill development are offered to the students of all the programs and is conducted by a dedicated external agency hired by the Institute. The Institute offers remedial coaching and bridge courses to improve the performance of the students. Institute has an active Student Representative Council' (SRC) which provides a platform to the students to involve in the planning and execution of various activities. The Entrepreneurship Development Cell is functioning exclusively to motivate the students who aspire to be entrepreneurs. There are active Student Grievance and Redressal Cell, Women's Anti-Sexual Harassment Cell and Anti- Ragging cell to addressed the grievance of the students. The Institute has a Teacher guardian scheme (TGS) for personal counselling of the students and addressed their problems. The Institute regularly invites its alumni students to deliver expert lectures and seminars in order to acquaint the students with recent developments and technologies used in industries. The college organizes alumni meet every year during the annual social gathering. Departmental Students Clubs and Associations have been established to develop and nurture leadership qualities among students. The institute has sufficient infrastructural facilities for sports and cultural activities for the students. The training and placements cell takes huge efforts to place the students.

Governance, Leadership and Management

Institute was established with a prime objective of providing quality education to the rural masses of Vidarbha

region of Maharashtra State. The Top Management, Principal, Faculty and supporting staff of the institute work in synergy for fulfilling the motto of the institute. The functions of the institution and its academic and administrative units are governed by the principles of Decentralization and Participative management. The institute has a strategic plan based on Academic, Research and Socio economic perspective. Appropriate feedback mechanisms are in place to assess the academic and administrative activities and take corrective actions. The Institute has effective welfare measure for teaching and non teaching staff..The Performance of the faculty is assessed through a well defined and robust performance Appraisal system. There are established procedures and processes for planning and allocation of financial resources. Proper Internal and External audit are regularly conducted to maintain transparency in financial transactions and manage them effectively.

The institution has mechanisms for academic and administrative auditing. The Internal Quality Assurance Cell monitors the quality of the system and constantly takes multiple initiatives to improve it time to time.

Institutional Values and Best Practices

The institution is responsive to some of the imperative issues such as gender equity, environmental consciousness and sustainability, inclusiveness and professional ethics. A climate free of gender discrimination is developed to enable women to enjoy all the fundamental rights. Institute promotes equal participation of girls in all types of curricular, co-curricular and extracurricular activities. Institute has an active NSS unit to facilitate the holistic development of the students and make them understand their role towards society. The institute has adopted various measures to maintain a green campus through plantation. Building structures are designed with high natural lighting and ventilation to minimize the usage of electricity. Clean and filtered drinking water facility is available in the campus. Institute is having ground water recharging pits for terrace water. Rain water of terrace is diverted with the help of trenches to the ground water recharge pits. The institute has its own solar power generation system to cater its power requirement. Institute has adopted certain Best Practices like Creation of ecosystem for Innovation Research and Transfer of Knowledge and Provision of Value Added Certificate Courses and Departmental Clubs for Professional and Technical Competency Enhancement of the Students. A dedicated career guidance cell is established in the institute to teach professional ethics and soft skills to the students. The institute is recognized for its distinctiveness in transforming rural youths in global technocrats by imparting technical knowledge in various disciplines of engineering.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	JAWAHARLAL DARDA INSTITUTE OF ENGINEERING AND TECHNOLOGY, YAVATMAL
Address	Jawaharlal Darda Institute of Engineering and Technology, MIDC, Lohara, Yavatmal
City	Yavatmal
State	Maharashtra
Pin	445001
Website	www.jdiet.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ramchandra S. Tatwawadi	07232-249586	9881177646	07232-249586	naacjdiet@gmail.com
IQAC / CIQA coordinator	Sachin V. Bhalerao	07232-249584	9922016222	07232-249584	sachin_bhalerao@jdiet.ac.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes IMG-20231109-WA0241.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Hindi
Any Other	

Establishment Details				
State	University name	Document		
Maharashtra	Sant Gadge Baba Amravati University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	15-05-2023	12	
AICTE	View Document	15-05-2023	12	
AICTE	View Document	15-05-2023	12	

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	Jawaharlal Darda Institute of Engineering and Technology, MIDC, Lohara, Yavatmal	Rural	17.3	27419.24

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,Mechanical Engineering	48	XII Standard in Science or Equivalent with CET or JEE Score	English	60	57
UG	BE,Electronics And Telecommunication Engineering	48	XII Standard in Science or Equivalent with CET or JEE Score	English	30	30
UG	BE,Computer Science And Engineering	48	XII Standard in Science or Equivalent with CET or JEE Score	English	60	60
UG	BE,Textile Engineering	48	XII Standard in Science or Equivalent with CET or JEE Score	English	30	30
UG	BE,Chemical Engineering	48	XII Standard in Science or Equivalent with CET or JEE Score	English	30	22
UG	BE,Civil Engineering	48	XII Standard in Science or Equivalent with CET or JEE Score	English	60	42
UG	BE,Electrical Engineering	48	XII Standard in Science or Equivalent with CET or JEE Score	English	60	60

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				6				65			
Recruited	1	0	0	1	6	0	0	6	47	18	0	65
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						31
Recruited	30		1		0	31
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				20
Recruited	20	0	0	20
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	6	0	0	8	1	0	16
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	39	17	0	56
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	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			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	Others	Total
		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	545	0	0	0	545
	Female	419	0	0	0	419
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	100	104	90	86
	Female	63	55	62	68
	Others	0	0	0	0
ST	Male	9	13	13	13
	Female	9	8	10	8
	Others	0	0	0	0
OBC	Male	218	197	235	237
	Female	175	165	185	183
	Others	0	0	0	0
General	Male	157	169	224	152
	Female	82	75	82	93
	Others	0	0	0	0
Others	Male	102	90	106	84
	Female	58	49	54	53
	Others	0	0	0	0
Total		973	925	1061	977

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institute has prepared "NEP implementation plan of JDIET" in accordance to chapter 9 to 13 of NEP-2020. A time bound approach for achieving various stages is delineated to transform our affiliated
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	<p>institute into holistic multidisciplinary institution. JDIET is affiliated to Sant Gadge Baba Amravati University and University has established Choice Based Credit System (CBCS). Higher and Technical Education Department, Government of Maharashtra has issued directives vide GR No. NEP-2020/(67/23)/TE-2 dated 04/07/2023, that from 2024-25 the new flexible and innovative curricula in accordance to NEP-2020 will be implemented in all the affiliated engineering colleges coming under Universities. The credit framework in curriculum mentioned in the directives will incorporate multiple entry, exit option and levels for UG certificate, UG Diploma, B.Voc, BE degree, Honors with major, minor, multidisciplinary and specialisation. Proposed distribution of credits comprises of major (core) subjects, multidisciplinary minor subjects, generic/open electives, vocational and skill enhancement courses, Ability Enhancement Courses (ACE), Indian Knowledge System (IKS), Value Education Courses (VEC), Field Projects, Internships, Apprenticeship, online learning courses through SWAYAM etc. JDIET has entered into MOU with industries and institutes of other disciplines to facilitate students and staff for multidisciplinary or interdisciplinary studies, research and internships. Institute is also encouraging students to participate in community engagement services, environmental protection and real time technical projects.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The University to which JDIET is affiliated is enrolled for ABC and Institute is promoting students to create account for ABC and generate the ID. Presently in JDIET all students of second year are having ABC ID and remaining students are also informed about the NAD and encouraged to generate ABC ID. The Institute is following a practice from 2022-2023 that ABC ID is necessary for enrolment of new students in the institute for seamless integration of skills and experiences into credits.</p>
<p>3. Skill development:</p>	<p>JDIET has already initiated efforts for Vocational and Skill Enhancement Courses (VSEC) by conducting regular certification courses for VSEC in addition to the curriculum. For first year, it is named as "Career Foundation" comprising of communication and professional ethics with additional weightage of 3 credits, in second year it is "Career Bridge" which</p>

	<p>includes professional communication and aptitude skills having weightage of 6 credits, in third year it is "Career Edge" which includes Logical reasoning and interview skills having weightage of 6 credits and in final year it is "Career Smart" which includes Aptitude development and corporate practice having weightage of 6 credits. Also branch specific minimum two add-on skill development courses during the entire courses are also conducted of 30 to 40 hours.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>In accordance to "Development Plan of JDIET" autonomy will be gained in 2026-27. Then it will be ensured that while defining curriculum for modules or courses on IKS, Institute will take support of IKS Cell and IKS centres. Some of the faculty members are in Board of Studies of the University and the will contribute regarding the same while framing the curriculum considering generic IKS courses and subject specific IKS Courses. JDIET has initiated taking 15 to 30 hours non credit courses based on Indian traditional knowledge, Indian Constitution and Indian Culture.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The Vision, Mission of the Institute as well as programs are framed through a well defined process involving all stakeholders. • The PEOs and POs of the programs are defined in line with the accreditation bodies and regulatory authorities. • The curriculum is OBE based. Faculty members are developing the COs for their courses based on the guidelines issued by IQAC and PAC. • There is a structured framework for attainment of COs and POs using Direct and Indirect assessment tools. • Every Department calculates the Program and Course attainment in order to understand the effectiveness of the program in imparting the Knowledge, Skills and Behavioral improvement. • The departments that match the Program outcomes with the target always elevate their targets incrementally and plan methods to achieve them. • The departments that fall short of the target find out the reason for the gap by analysing the Po-Co matrix. The corrective measures in terms of syllabus upgradation, teaching methodologies and any other necessary measures are devised to achieve the target with more effectiveness and efficacy.</p>
<p>6. Distance education/online education:</p>	<p>At present JDIET has adequate digital infrastructure that is required for running Online Distance Learning</p>

course (DLC). This include 300 mps internal line, digital and smart online conferencing setup, smart-digital class rooms etc,. It is proposed in NEP implantation plan that after acquiring necessary accreditation, ODL courses will be started in 2028-29 after JDIET being a autonomous collage (AC).

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Literacy Club (ELC) has been set up in our college comprising representation of coordinating faculty member and student’s executive committee.</p>
<p>2. Whether students’ co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes Electoral Literacy Club JDIET, Yavatmal Nodal Officer: Dr. Anil S. Fendar (Sports Director, JDIET, Yavatmal) Campus Ambassador/ Convenor Dr. Avinash V. Gaikwad (NSS Coordinator) Student’s Executive Committee: Coordinator: Yash Shendre (3rd Electrical Engg.) Executive members: 1. Sangam S. Pardhi (3rd Textile Engg.) 2. Harshal Bramhankar (3rd Mechanical Engg.) 3. Ms. Gauri Ujawane (3rd Electrical Engg.) 4. Prakash U. Barde (3rd Civil Engg.) 5. Ms. Dnyaneshwari Agashe (3rd Chemical Engg.)</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The basic objective of this club is to promote awareness about electoral citizenship among students, staff through in-campus activities/events, and among the common public, through extension activities. It also aims to educate students about their democratic rights including the right to vote. ELC also puts efforts in promoting democratic values and vigilance among students through various activities and programs. It provides a platform for students to be self-aware and make others also aware about right to vote through various activities like interactive sessions, seminars, awareness oriented competitions, etc. Earlier, the programs like “Run for Nation- Run for Vote” on 3rd March 2019, which received overwhelming response, Celebration of National Voter’s Day by District Collector and District Election Office, Yavatmal in association with NSS Unit , JDIET Yavatmal on 25th January 2023 were conducted. Most of the students of JDIET are enrolled as voters in the electoral roll and efforts are being taken by ELC to register the remaining</p>

	students in the electoral voter's list.
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The basic objective of this club is to promote awareness about electoral citizenship among students, staff through in-campus activities/events, and among the common public, through extension activities. It also aims to inculcate research projects, surveys, awareness drives, creating content, publications.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The HEI is focused to enrol students above 18 years who are yet to be enrolled as voters in the electoral roll on priority basis.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
973	925	1061	977	1280

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 145

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
71	70	68	85	101

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
278.46	133.61	115.68	177.75	278.34

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The Institute is having a well defined system for curriculum planning and its effective implementation. The process involves planning, implementation, assessment, monitoring and outcomes. The system incorporates several activities right from planning of academic calendar to the program outcome analysis. These activities are blended with the ERP-CAS of the Institute. A scheduled based delineation of responsibilities are also defined.

The academic calendar in line with University schedule is prepared by the Academic Coordinator and is approved by the Principal, subsequently the Head of the Departments (HoD) prepare their Departmental Academic Calendar and it is uploaded on Institute website. Based on teaching engagement of faculty in the department, HoD prepares the class timetable and thereafter in accordance to the scheme and syllabus subject teachers prepare the implementation plan for theory and practical and upload it on ERP-CAS. During conduction of lectures, tutorials and practicals its effective delivery is ensured by the feedback system, Teaching Learning Monitoring System (TLMS), ERP-CAS tracking for timely completion of topics and practicals. To enhance the quality of curriculum delivery, subject teacher is encouraged to use ICT tools, e-materials, online expert talks by industry person, laboratory sessions and arrange field visits. The laboratories are kept well maintained so as to make sure that experiments, analysis and design work is conducted as per curriculum. Every Subject teacher maintain the course file comprising of syllabus, notes, teaching and implementation plans, latest trends and other relevant information.

Formative and summative assessments are conducted to measure the performance of the student. A well defined internal assessment mechanism is established in the form of online assignment through ERP-CAS, sessional exam, regular practical, seminar and project viva. Internal assessment results are compiled in a systematic manner by the Class Incharge at the end of every semester which is further uploaded on ERP-CAS. The semester examinations is the summative assessment which reflects the students performance. Teacher Guardian (TG) also monitor the performance of the students and counsel them so as to understand their personal difficulties.

A ERP-CAS consolidated academic KPI is developed and is monitored regularly by the Academic Coordinator and the Principal. The KPI considers the percentage attendance of each student, lectures conducted by each faculty, syllabus completion as per implementation pan, feedback by students, department wise deficiencies etc.

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

1.2 Academic Flexibility

1.2.1

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

Response: 39

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document

1.2.2

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

Response: 53.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
693	628	433	536	508

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The present curriculum has courses like environmental studies, communication skills, industrial management and Professional ethics to address the students on the above mentioned subjects and make them aware of social, ethical and ecological issues.

Environment and Sustainability: University comprises of courses like environmental engineering to educate the students regarding application of engineering knowledge for protection of environments from potentially deleterious effects of natural and human activities and the overall improvement of environmental quality. They also understand various issues like energy preservation, protection of assets and control of waste from human activities. They conduct studies on hazardous waste management treatment and regulations to prevent mishaps. Also the students are encouraged to deliver seminars and undertake projects on topics like alternative energy, green energy, biogas, water management, agricultural electronics, energy conservation, renewable energy, eco dyes, big data analysis etc. to educate them to utilize science as a tool for sustainable development and address issues concerned to the environment. Institution regularly conducts programs on Clean and Green initiatives to bring awareness among students about environment and sustainability.

Human values and Professional ethics: Induction training program is conducted to sensitize students. Personality development classes are regularly conducted for students as a part of their curriculum to enhance their ethical and professional skills. The institute takes enormous efforts through National Social Service (NSS) scheme to imbibe human values and sensitize the students towards societal issues by conducting numerous activities like Tree Plantation, Blood Donation Camps, health awareness programs, women empowerment programs, rural upliftment through village adaptations etc. The Institute works in collaboration with other social organizations like Rotary International and conducts social awareness programs by involving the faculty and students in various social activities.

Gender : Institute is committed to provide equal opportunity to all. The institute has established a 'Women Grievance Cell' to educate and sensitize the students and employees on gender issues, make them aware of the social, moral, and legal implication of gender discrimination, encourage value education upholding gender equality and deal with instances of sexual harassment within the campus. The cell is committed to create and maintain an environment in which students, teachers and non-teaching staff can work together in an atmosphere free of gender discrimination and sexual harassment. Secularism and unity is ingrained in the institution's culture which is evident from the communal harmony among the students from various religions, ethnic, and socioeconomic backgrounds. Equal opportunities are given to both the genders for participation in various activities for professional development. Girls and boys are encouraged to work together in various curricular, co-curricular and sport activities. Equal opportunities in employment and entrepreneurship development are been provided to both the genders.

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 66.5

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

Response: 647

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

1.4 Feedback System**1.4.1**

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 53.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
276	150	205	130	124

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
330	330	330	330	330

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

2.1.2

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

Response: 50.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
222	129	175	107	103

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

2022-23	2021-22	2020-21	2019-20	2018-19
293	293	293	293	293

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 13.7

2.3 Teaching- Learning Process

2.3.1

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

Response:

The institution follows a Student Centric Method in which the course teacher teaches individual units of the prescribed syllabus by placing them in a holistic perspective of the curriculum. Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Experiential Learning:

- Laboratory sessions;
- Audio visual learning language lab ;
- Drama fests and role plays in language classes;
- Community Outreach and engagement programme;
- Internship programme
- Field Visits and industry visits
- Models and exhibits to promote creativity and experiential learning

Participative learning:

- Organizing inter-collegiate events in the Department, Participate inter-collegiate events, Paper
- Presentation and Participation in Hackathons
- Seminar, Workshop and Guest lecture etc.,
- Paper Publication
- Peer Group Learning
- MoUs are signed with reputed Companies to facilitate participative learning with industries also
- Opportunity to participate in NSS/NCC

Problem solving

- Case studies to develop problem solving skills
- Project-based learning
- Soft skill programme
- Independent learning in peer groups to do assignments and solve problems
- Discussions on GATE and Competitive Examination questions
- Verbal and non-verbal reasoning; and
- Discussions on research paper and journals for subject updates

Group projects at the undergraduate level help students tackle complex problems, and develop skills specific to joint efforts. NCC and NSS units provide additional opportunities for students to enhance their societal concern through participation.

Since the students undergo experiential, participative and problem-solving methodologies, the students shake off their teething difficulty in no time and start learning comfortably and fearlessly. The institution practises all possible ways and means for enhancing the learning experience of the students.

The College campus is Wi-Fi enabled campus. All teachers use ICT facilities for teaching, learning and evaluation. The faculty were trained in the development of e-content and that enhanced the use of ICT for teaching-learning and evaluation. Teaching and learning through ICT facilitates innovative

interaction between the teachers and the students. Concepts are made intelligible with e-demonstrations and other ICT tools thereby amplifying the interest of the students to fare better and retain the information for a longer period of time.

Individual Departments have created class wise Whatsapp group to upload and view contents like articles, and discussions on different themes and the students are also encouraged to post their comments.

The College has an exclusive Zoom tool to conduct special meetings and webinars.

Online tests are conducted through Google Forms, and the score sheets are made ready as soon as the exams are over. The students are given orientation to submit the assignments through the Google Classroom tool. The faculty members are also posting the subject notes on the Google Classroom.

The following are some of the ICT tools used by the faculty members for innovative teaching:

1. Google Classroom;
2. YouTube channels
3. NPTEL – SWAYAM;
4. Power-Point Presentations;
5. Recorded Video Lectures;
6. DELNET
7. N-List
8. E-Books, E-Content, E-Database
9. Digital Library

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
71	70	68	85	101

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

2.4.2

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

Response: 23.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	18	19	18	18

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The internal assessment of the students is done through sessional exams, seminars, project defence, and practical internal viva voce to have an insight of the overall student performance and identify the measures to be taken for improvement. Three sessional exams per course are conducted every semester to assess the performance of the students. The internal assessment mechanism is properly structured with apposite weightage to students percentage attendance in the class rooms and laboratories, score in the

sessional examinations, participation and performance in laboratory sessions, seminars and projects. The answer sheets of sessional exams are shown to the students individually to explain their performance and given suggestions for improvement. The practical journals are evaluated after completion of each and every practical in the laboratory session and grades are given to the students based on timely submission and quality of write up. Project guides maintain the record of participation and involvement of each and every student of his project and Seminar batch in the 'project progress books' and show it to the projectee regularly for improvement. The internal marks are displayed on the students notice board before university examination and are also communicated to the parents through letters by the respective departments. The complete system is transparent and the students are informed about their score periodically for timely redressal of grievances if any.

The grievance redressal mechanism of the institute for the internal examination is transparent and time bound. The university to which the institute is affiliated also has an efficient mechanism to address the grievances related to the external examinations.

Redressal mechanism to address the grievances of internal examination:

Students having grievances with the internal evaluation process can directly convey it to the respective faculty members. Students can also approach the Head of the Department or Principal of the institute if unsatisfied at faculty level or departmental level. Students can also forward their grievances to the administration committee through the Students Representation Council. It is mandatory to address the student grievances within stipulated time and keep a record of the same.

Redressal mechanism to address the grievances of external examination:

Various activities related to external examination like paper setting, conduction of examination, evaluation and declaration of results are executed by SGBAU. University exams are conducted at various institute centers. For smooth conduction of the university exams, the examination process is monitored and controlled by Officer In-charge from the parent institute and Co-officer deputed by the university, who is compulsorily from other institute. A flying squad comprising the members of vigilance committee formed by university can anytime give a surprise visit to randomly inspect the working of examination center. The university has a student grievance cell where the students can register their grievances. After declaration of the university results students can apply for photo copy of their answer sheets and demand for reevaluation. The university in such cases has to re-evaluate the answer sheets and convey the results to the applicants within stipulated time

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The curriculum of the programme is designed by the SGBAU. The objective of each subject is spelt out in the syllabus prescribed by the university from the academic year 2020-21. The NAAC has defined the programme outcomes (POs) for each programme offered by the colleges. The programme specific outcomes (PSOs) and course outcomes (COs) are framed by the departments. Programme outcomes are well illustrated as to impart quality education to both undergraduate and postgraduate students. The students are informed about these outcomes in the induction meeting by the principal and respective department heads. The programme outcome is also stated and displayed on the college website. Following the effective pedagogic strategies, the faculty articulates the learning objectives and expected outcomes for each course at the beginning of the session as well as before each unit in the syllabus. This helps the student to be aware of the topic being covered in class and they observe the relevance in the topic and knowledge. Programme specific outcomes are closely related to the content of the syllabus. There are some universal learning outcomes also which are inherited in every syllabus. The students are encouraged, guided to learn and imbibe these outcomes. They are also percolated through organization and participation of cocurricular and extra-curricular activities.

The assessment of students in the light of POs, PSOs and COs is done regularly that help our faculty to know the students understanding on the various topics present in the course. It also provides feedback to the faculty and benefit in improving the teaching learning process. Alumnae of various departments are invited to interact with both the students and teachers during the alumni meet and at other events and meetings. They share their views and experiences how the different courses shaped their careers. IQAC reviews the teaching-learning and assessment process.

Plan : Various outcomes are defined and a correlation is established between outcomes and tools used. A mapping matrix is prepared in this regard for every CO, PO and PSO in the programme including the elective subjects.

Do : An individual faculty member use different direct tools like Class Tests, University Exam, Assignments, Seminars, Projects etc., for the evaluation of Course outcomes (COs). Principal evaluates POs and PSOs by using evaluation of COs and Indirect Tools like Surveys/feedback from Alumni, Employer, Parents, Teachers and Students etc.

Check : Attainment of all outcomes are calculated and compared with expected level of attainment decided by subject teacher for COs and Principal for POs, PSOs and PEOs.

Act : If attainment was up to the expectation then appreciation is extended to the concerned faculty member and in case of deviation from the expected attainment of outcome necessary corrective actions are initiated to improve the outcome as per expectations.

After finalization of PEOs, POs/PSOs and COs the respective departments publish and disseminate this statement among all the stakeholders through the following medium.

- 1.College website
- 2.Display in the various laboratories.
- 3.Student handbooks

4. Departmental office and notice board

5. Course file and lab manual

6. Workshops on OBE

7. Assessment manuals

8. HOD Room

9. Faculty rooms

10. Department Notice Board

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The standard mapping method used to compute the degree of attainment of the PSO's, PO's and CO's is described herewith. In aggregated mapping the final attainment levels are fixed as 1,2,3. The attainment level 1, 2 and 3 indicates the low, moderate and high degree of attainments respectively.

Attainment of CO's:

There are three internal sessional examinations and one university level final external examination held to assess the performance of the student. The sessional examination question papers are set according to the standards mentioned in the cognitive domain pertaining to the blooms taxonomy. Every question set in the question paper of sessional examination represents corresponding CO of that subject and the entire CO's are covered in three different sessional exams. In the attainment process a direct weightage of 80% is given to the university external examination and an indirect weightage of 20% which includes 15% weightage to performance in sessional exams and 5% weightage to students feedback is given. It is fixed that if students secures 40% and above marks in the attempted question then only the CO representing that question will be considered for attainment. The percentage of students scoring 40% and above in CO's are considered for mapping the attainment level. The weightage during mapping the attainment is given as mentioned below

Table:

Sr.No	Percentage of students scoring 40% and above marks	Degree of attainment
01	50 %	1
02	60 %	2
03	70 %	3

Similarly, in the final university examination the percentage of students securing 40% and above marks in the subject will be considered for mapping the attainment with the same weightage pattern as mentioned above.

Computation of Attainment of CO's = 0.8[Direct CO Attainment] + 0.2[Indirect CO Attainment]

Attainment of PO's:

Unlike the COs the university curriculum alone cannot attain all the Program and Program Specific Outcomes. Extra indirect tools are required to attain the POs and PSOs. Following are the assessment tools used for measuring POs and PSOs:

Direct Tools :

1. University Exam result.
2. Sessional Exam result.
3. Laboratory Performance [Internal & External]
4. Major Project Work [Performance reports from Examiners]

Indirect Tools :

1. Internal evaluation of project and seminar
2. Feedback from stake holders
3. Expert Lectures/ Workshops
4. Classroom sessions for competitive examination.
5. Industrial Training.
6. Industrial Tour
7. Personality development course.
8. Social activities like blood donation, health awareness, sustainable development, Swatcha Bharat Abhiyaan etc

Computation of Attainment of PO's is calculated by giving 80 percent weightage to Direct attainment tools and 20 percent weightage to Indirect Attainment Tools.

File Description	Document
Upload Additional information	View Document

2.6.3**Pass percentage of Students during last five years (excluding backlog students)****Response:** 89.92**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
207	242	311	301	402

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

2022-23	2021-22	2020-21	2019-20	2018-19
239	273	311	314	490

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.98

File Description	Document
Upload database of all students on roll as per 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: 45.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
5.9	11.90	0	0	27.58

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Various efforts taken by the institute to create an ecosystem of innovations and creation and transfer of knowledge are discussed herewith.

- 1. Business Incubation Centre:** The Institute is an approved Host Institute / Business Incubator from 15th Jan 2020 by Project Monitoring and Advisory Committee (PMAC), MSME, New Delhi. Our Faculty, students and nearby Entrepreneurs started working on start-up proposals and submitted @18 start-up ideas through our Host Institute login for grant-in-aid to Ministry of MSME, Government of India. As of date one start-up project worth Rupees 14 Lacs have been sanctioned. Moreover 03 start-up's proposals sent for incubation support to SGBAU Research and Incubation Foundation Centre of Sant Gadge Baba Amravati University, Amravati, Maharashtra have been approved.
- 2. Institute Innovation Council (IIC):** The institute established Institute Innovation Council (IIC)

in 2021-22 in association with MHRD Government of India. The primary aim of MHRD's Innovation Cell MIC is to encourage, inspire and nurture young students by supporting them to work with new ideas while they are in formative years.³

3. **Research and Development (R&D) Cell:** Research and **Development** Cell has identified the thrust areas for research and innovation of every program depending upon the areas of interest and expertise of the faculty. Efforts have been taken to develop the facilities required for in-house innovations and research. Promotion of innovations through multidisciplinary research and application for grant in aid to various funding agencies is regularly carried out. It is worth to mention that a DST fund of Rs. 27.58 Lacs has been awarded to one of the faculty members.
4. **Intellectual Property Rights (IPR) Cell:** IPR Cell is established to educate and facilitate the faculty members, students and research scholars for filing patents and other intellectual property rights. process. Our students and faculties have published patents and 3 Patents are granted.
5. **Research Centres for Doctoral Research:** The institute has recruited dynamic & highly qualified faculty to mentor and channelize the young minds. Research laboratories for various departments like Computer Science, Mechanical, Civil, Electronics and Telecommunication and Textile Engineering department have been approved as Recognized Research Centres by Sant Gadge Baba Amravati University for enrolling PhD research scholars.
6. **Collaboration with Industries:** Institute has signed MOUs with various industries to undertake real-time projects. Industrial Visits, Expert lectures from Industrial professionals, Implant Training etc are activities that are regularly carried out through these MoUs to create knowledge and boost innovation.
7. **Entrepreneurship Development Cell (EDC):** The institute has created an Entrepreneurship Development Cell (EDC) in the year 2018-2019. The aim of EDC Cell is to promote and sustain student innovations from ideation to start-ups developing entrepreneurial eco system. Institute EDC Cell continuously conducts Industrial Motivation Campaign and Entrepreneurship awareness programs for students in collaboration with MSME Development and Facilitation Centre, Nagpur. Institute also has signed MOU with Maharashtra Centre for Entrepreneurship Development (MCED), an autonomous society working under Directorate of Industries, Government of Maharashtra, helping students to fulfill their dream either by providing them employment or by selflessly motivating them to become entrepreneurs.

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 46

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
19	7	2	8	10

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

3.3 Research Publications and Awards

3.3.1

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

Response: 1.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
38	28	23	70	55

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

3.3.2

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

Response: 0.35**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
14	6	1	10	20

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

3.4 Extension Activities**3.4.1****Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.****Response:**

The drives of Government of India like Swachha Bharat Abhiyan, Swachhata Hi Seva, Beti Bachao Beti Padhav, Spit Free India Campaign, are carried out in the institute for the holistic development of students and imbibe within them a responsibility towards society. Institute is actively and energetically engaged in a diverse array of extension activities and outreach programs with the goal of fostering a strong connection between the institute and its neighboring community. This endeavor aims to sensitize students to the needs of the community, emphasizing not only the promotion of societal and community activities but also the cultivation of responsible citizenship among students, faculty, and staff, fostering comprehensive personal development across various dimensions. Various activities like health and hygiene awareness programs, women empowerment programs, quiz competitions, debate and discussions, cultural competitions, etc are conducted by the NSS Unit of the institute for unprivileged sections of society. The students also served the needy during the pandemic by designing and developing the “Automatic Disinfection Tunnel” and “Swab Sampling Booth” for Vasnatrao Naik Government Medical College, Yavatmal.. NSS unit also organized a vaccination drive for college students, staff and people in neighborhood community. Some more activities conducted to sensitize the students towards social issues are mentioned herewith. Initiatives like visit to orphanages, vaccination program and no tobacco day, road safety awareness campaigns, NSS Day celebrations, blood donation drives, women development and empowerment programs have demonstrably positive impact on students, enabling the development of stronger student-community relationships and instilling a deeper sense of

social awareness. Blood donation camps have played a pivotal role in fostering empathy and compassion among donors, as well as instilling a sense of commitment and ethical responsibility. The NSS actively engages students in promoting pollution initiatives like ban on the use of plastic items. NSS students also vigorously participate in initiatives aimed at uplifting various segments of society and the community, often collaborating with faculty and departmental committees to organize awareness and donation programs.

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

3.4.2

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

Response:

JDIET has actively undertaken a diverse range of extension activities within and beyond its campus particularly in and around Yavatmal city. As a result of these efforts, the institution has garnered various rewards and letters of appreciation from both government and non-government agencies. The primary objective behind these extension activities is to instill a sense of social responsibility within the student community. To achieve these objectives the institution employs a multifaceted approach channeling its initiatives through various agencies including the National Service Scheme (NSS) and Departmental Students Association. This comprehensive strategy enables students to engage in a wide array of community services. Efforts taken by the institute to make villagers self sufficient with the help of technology has also been recognized by the government and awarded with grant in aid. Blood donation and healthy check up camps are frequently awarded by various agencies.

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

3.4.3

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

Response: 48

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry,

community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
22	09	02	07	08

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

3.5 Collaboration

3.5.1

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

Response: 25

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The Institute has state of art buildings with different areas allocated for various purposes with a well planned beautiful landscaping. Institute building and hostel building with total built-up area of 27419 sq. m (2,95,028 sq. ft.). The complete campus is spread over 17.29 acres, surrounded with natural landscapes and water bodies. As per AICTE guidelines the institute building is segregated into four categories namely, Academic area, Administrative area, Amenities Area and Circulation area. Institute is having adequate number of class rooms, tutorial rooms, departmental laboratories, research laboratories, language laboratory, workshops, computer centre, seminar halls, main central library with complete furniture and advanced equipments necessary for quality teaching learning process. Institute is under networking, Wi-Fi, CCTV and is also having College Administration System (CAS) for administrative support and e-governance. Several amenities such as cafeteria, common rooms for girls and boys, sufficient toilets, sports area and landscapes for cultural events are developed to keep students at ease. Laboratories of all the departments are equipped with the required apparatus, experimental kits, tools and machines to give an experiential learning to the students. A total of 494 computers are available for faculty and staff in various laboratories and computer centres. Institute is having in campus adequate indoor sports facilities for badminton, table tennis, carrom, chess etc. with a demarcated area of about 129 sq. m. and grounds for Volley ball, Kho Kho, Kabaddi and 30 yard Cricket. A two hundred seating capacity hall for cultural activities like Drama, Skit, Mime, Mimicry folk and classical dance etc is available. A Doctor Dispensary and first aid facilities are in place to monitor student and staff health and provide emergency services if required.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 16.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
77.43	6.38	17.60	7.82	50.37

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

4.2 Library as a Learning Resource**4.2.1**

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

Response:

Library came into existence with the establishment in 1996. There is a Independent Library with a building area of 803 sq.mt. The Central Library has been shaped as a centre of excellence for academic pursuits by keeping itself open to the changes brought in by information and communication technologies. The library has a rich collection of Textbooks, Reference, General and Rare-books, Journals, e-journal and CDs, etc. Books are classified as per the Dewey Decimal Classification system (DDC 22nd Ed.).

There are various sections in the library to provide the users a easy and quick access to resources. Various sections include Stack Hall, Reading Hall, Reference Books Section, E-Resources Access Section, News paper Section, Books Circulation Section, Acquisition Section and Photocopy Section. Various services like Books borrowing facility, Reference service, Career Guidance/Competitive skills development, Internet service, OPAC-Online public Access Catalogue, Reprographic service ,CAS-Current Awareness Service and News Paper Clipping Service are provided.. The Central Library is fully automated with integrated automation system provided by Wordpro Computer Consultancies Services Pvt. Ltd ERP College Administration version 2. The various facilities available in library Automation System are Bar Code Books Issue and Return Facility. Acquisition and Cataloguing, Serial Control, IS Reports, PAC, Mobile OPAC 7) and Stock Verification. The library is equipped with the membership of DELNET to enable the users to avail Open Educational Resources (OER). There is a wealth of print resources and e – resources available in the library.The central library is an institutional membership of

networks or databases to provide wider access to resources. In DELNET considerable number of open access e-books and e-journals are available. The library has got a membership of Elsevier Science Direct which gives an access to more than two hundred and seventy recognized and quality journals to faculty and students. The list of resources is uploaded in the additional information.

Details of Expenditure :

1	No.of Title	9245
2	No of Books	53418
3	No. of National Journals	45
4	No. of International Journals	272
5	Total Cost of	
	I) Books	INR 1,37,17000
	II) Subscription of Journals	INR 63,20,000
7	Cost of Furniture	INR 23,00,000

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institute has established excellent IT infrastructure to cater the needs of all the students and faculty. Updating the IT framework has always been amongst the high priority activities of the institution. This facilitates e-mailing, netsurfing, access to web based applications etc., which provides highly interactive learning environment. The institute allocate adequate budget to purchase and maintain the IT infrastructure with learning resources like ICT classrooms, hardware, software and other computer peripherals.

The list of IT infrastructure created consists of the following items:

- Campus is enabled with Wi-Fi facility with more than 40 access points throughout the campus. Recently 24 access points were added to upgrade the facility. The institute has 24x7 Wi-Fi facility in the campus for the student and faculty members to avail internet connection at any place in the college and hostel.
- The institute has established a strong elaborate and sophisticated network which has been upgraded from 56 Mbps to 300 Mbps in the recent years. The Internet Bandwidth of 300 Mbps

ILL 1:1 is available in the College Campus and 100 Mbps Broadband connection is available at the hostel. M/S Rizwan Cable Network are the Internet Service Providers for the College and the hostel campus. All the Labs are enabled with LAN and Internet connection.

- JDIET provides advanced computers facilities with advance software. Totally 407 computers are available in laboratories, departments, office, admission section, placement cell, and digital library for the benefit of students and staff. Computers are gradually increased as per the requirement with high configurations. Recently 85 Lenovo Desktops having configuration Intel i3 processor, 256 SSD, 8 GB RAM were added to the list.
- In order to ensure safety and security of data, facility of firewall, web content filtering, gateway antivirus, VPN, bandwidth shaping and VLAN routing is available with institute. Institute Computers having internet connectivity are secured with Quick Heal antivirus where ever required.
- The institution provides e-resources and digital library facility for all the staff members and the students.
- Teaching aid provisions like LCD projector with computer internet based system are available in each class room. Recently in order to improve the teaching and learning experience the institute has purchased 15 SMART LCD Projectors screens (Touch Screen) along with PA systems.
- There are sufficient advanced laser jet printers with 20 more latest configuration printers in queue.
- The faculty members are provided with the internet connected systems, through which the teaching materials like NPTEL and IIT videos are downloaded for effective teaching of the subjects/concepts.
- The institute is equipped with ERP-CAS module for storing and maintaining the data related to Administration, Academic, Accounts, Library, Students, Finance etc. on the local servers. Every year the software gets the new update with additional features.
- The necessary infrastructure for all this is created by having IBM Rack Servers, structured networking using CISCO core and Web managed switches, secured WiFi using RUKUS and TP Link Access points.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 2.36

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

Response: 413

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 80.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
190.32	118.52	95.03	167.94	216.97

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 79.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
807	747	791	797	1028

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: B. 3 of the above

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

5.1.3

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

Response: 61.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
625	710	290	796	800

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 66.82

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

2022-23	2021-22	2020-21	2019-20	2018-19
153	166	194	184	302

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

2022-23	2021-22	2020-21	2019-20	2018-19
210	255	309	300	421

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

5.2.2

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

Response: 4.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	6	6	5	6

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

5.3 Student Participation and Activities

5.3.1

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

Response: 43

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	04	00	03	05

File Description**Document**

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**5.3.2**

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

Response: 23

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

2022-23	2021-22	2020-21	2019-20	2018-19
39	16	1	33	26

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**5.4 Alumni Engagement****5.4.1**

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

Response:

The JDIET Alumni Association aims to link the alumni to the institution, develop synergistic plans to support the institution and achieve its vision, and to enable the institute to add value to all its stakeholders. The Institute established alumni cell to maintain a good linkage between institute and alumni. The alumni cell has an objective to enroll all alumni as members of the association and facilitate active participation of the alumnae in appropriate activities, events, and initiatives of the Institute. The alumni association helps in building a network of the alumni and helps in being in touch with the corporate world. The alumni meet is conducted once in a year.

Also keeping the busy schedule of the alumni in mind JDIET has changed its strategy regarding interaction with the alumni. The Alumni coordinator gets the information of the availability and will be invited to come and interact with the students during their availability. This has become the continuous practice of the institution. This concept is helping a lot to the students and fetching good results.

The Following are the activities carried out with the help of Alumni.

Curriculum Enrichment: Alumni are involved for curricular gap identification and development of value added course module.

Interactive Sessions: The alumni association helps in holding interactive sessions to motivate current students about the employability and educational opportunities abroad. They share their opinions in social networks, blogs and forums.

Industry connect: Alumni helps in establishing MoUs with industries. The alumni those who are entrepreneurs arranges industrial visits to the students and provide inputs on how to start a new venture to turning them in to job providers. The Alumni extend their support for student internship.

Research and consultancy: To encourage the students of the college & members of the Association for research & consultancy works in various fields like Engineering, Computers, Industrialization, etc. Alumni helps the departments by directing the entrepreneurs to carry out consultancy works in various sectors of the engineering stream.

Mentorship: Alumni can play an active role in voluntary programs like mentoring students in their areas of expertise. To utilize the rich experiences of old students of the college for the benefit. To assist the students in securing suitable jobs.

Placements/ References: The alumni network of a college is one of the biggest sources of placement opportunities to the students. Alumni can help students in referring to companies and get placed at their respective organizations. The Alumni conduct mock personal interviews and job-oriented training.

Generosity: Few of the alumni have contributed in updating the laboratories by donating latest equipments and machineries. s. They have also donated text books for departmental library to keep available for utilizing by poor student

Administration: Alumni are members in IQAC and provides inputs for imparting quality system

adaptive to recent trends and requirements of industry.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The governance of the Institute involves values to approach its Vision through well-defined Mission. It is generally said that even if we know the destination, but its road need to be clear. Jawaharlal Darda Institute of Engineering and Technology (JDIET) is having defined system in line with the policies, rules, directions, functions and responsibilities. The process and system is a ladder to achieve the vision and mission of the institute along with the vision and mission of various departments. The organizational structure of JDIET is delineated considering the participative and decentralized governance.

Shri Jawaharlal Darda Education Society (JDES) was established under Societies Registration Act 1860 with registration number MAH 2457 YTL and is also register under Bombay Public Trust Act 1950 with registration number F-2386. The Governing Body of JDES is the top Management of JDIET. The College Development Committee (CDC) is established in accordance to the Sec 97 of Maharashtra Public University Act, 2016. CDC prepares an overall comprehensive development plan of the college regarding academic, administrative and infrastructural growth, and Enable College to foster excellence in curricular, co-curricular and extra-curricular activities. The five year development plan and NEP-2020 implementation plan are prepared which are approved by CDC. The Constitution of CDC is having participation of all stakeholders such as Management, faculty, non-teaching staff, industry person, educationalist, researcher, students and social worker. The perspective planning and governance procedure are recommended and approved by JDES and CDC.

The governance with respect to the operations related to the administration, academics, R&D, I.I.I., quality assurance, finance, students and staff activities, maintenance, compliances etc. are under the leadership of the Principal, Head of the Departments and Institute level Coordinators based on the roles and responsibility. The coordination among academics and administration along with other portfolios becomes clear with well-defined functions and responsibilities. The governance at JDIET professes transparency, discipline, decentralization, stakeholder's participation, perspective planning, monitoring, appraisals and ethical decision making.

The academic, administrative and financial audits are performed regularly. The academic, administrative, financial and other portfolios are monitored by the respective coordinators, Heads and Principal. The implementation and monitoring of the system reflects the institutions efforts in achieving its vision with prime focus on curriculum delivery.

Perspective Plan:

The right to education is not only the right to access education but also the right to receive an education

of good quality. Education must be available and accessible but also acceptable and adaptable. Quality is at the heart of education. Based on this philosophy in order to meet the local, technical and global requirement, perspective plan for college is prepared in line with the vision and mission as outlined below

- 1.Enhance engagement with Society
- 2.Diverse Student learning environment
- 3.Enhance engagement with Industry
- 4.Improve internal support systems
- 5.Enhance alumni engagement
- 6.Develop a cleaner and greener campus
- 7.Academic Autonomy and Industry Oriented Curriculum

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The College undertakes multidimensional strategic planning that is reflected in its teaching, learning, infrastructure development plans, students and administrative development. An elaborate strategic plan providing the roadmap to holistic development of the students has been articulated. The plans and their execution are carried out keeping in mind the vision and the mission of the college.

1. Objectives of Strategic Plan and its Deployment

- a. To perform need assessment based on wide consultations with all the stakeholders which includes students, parents, staff, alumni, industry and civil society to identify goals, priorities, and commitments by the college that are aligned with the vision and mission of the institution.

- b. To list the activities that would help in achieving the goals.
- c. To develop a resource-based view, identifying resource gaps and action plans to bridge these gaps.
- d. To develop annual activity plans that would help achieving the institution's goals.

2. Procedure for formulation of Strategic Plan The coordinator of IQAC along with his team are assigned the responsibility of formulating the Strategic Plan. Analysis is carried out to identify the focus areas and goals and priorities are determined. The initial version is circulated and deliberated within the IQAC as well as other stakeholders. The activities required to achieve the goals stated in the strategic plan are identified and incorporated in the annual activity plans.

3. Strategic Plan 2018-23

The strategic plan has been prepared by the IQAC and approved by the then principal after following a participatory process ensuring the involvement of all the stakeholders for meeting future challenges in the field of higher education. The Plan is uploaded on the college website for perusal of all the stakeholders. The plan included NAAC criteria-wise planning and proposed activities. This is a living document and will evolve as the strategic plans are implemented and reviewed.

4. Deployment of Strategic Plan

The institutional strategic plan is effectively deployed with the integration of the missions aimed at academic excellence and sustainable growth in all spheres of knowledge, socio-environment consciousness, and responsibility for nation building. The deployment of the strategic plan has been in progress since its finalisation though a hardship of COVID-19 pandemic has hampered its deployment.

Selection of college for grant of AICTE : Mission Amrit Sarovar Jaldharovar Sarankshan funding of 2 lakhs for it, granting of Design & Development of Silk Reeling Machine with a funding of 1.90 lakhs, granting of Cow Urine distillation plant for Hiwari village with a funding of 2 lakhs, granting of Development of advanced Digital Image Processing system for Automatic Thermal mapping of Aero Gas Turbine engine with a funding of 11.90 lakhs and granting of Device Development for B-Carotene Enhancement in carrot juice as food for Cancer patients with a funding of 27.58 lakhs authenticate the effectiveness of strategic plan and its successful deployment. The Outcome Based Education model, ICT-enabled education with hi-tech labs and smart classrooms, the mentor-mentee system, and the programmes for slow and advanced learners have been effectively implemented as per strategic plan. The holistic spirit of the strategic plan has culminated into the best practices of the college in the form of Sustainable Development Imbibing Vedic Pantheistic Principles and Toolkit of Good Governance.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies**6.3.1**

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

The institute has adopted effective policies for welfare of the teaching and non-teaching staff members. The policies are framed for enhancing the professional skills and motivating the staff to improve their performance. Also there are different monetary welfare schemes to motivate the faculty and staff.

Welfare measures for enhancement of professional skills of Teaching and Non-Teaching Staff members and provision of monetary gains:

- Institute provides financial support to staff members for attending Workshops, Seminars and Conferences in India and Abroad.
- Faculty members are sponsored for research and higher studies in eminent institutes.
- Faculty Members are sponsored to become member of professional societies such as IETE, ISTE etc.
- Institute provides study leaves for higher education and training programs.
- Institute organizes Faculty Development Programs regularly for professional upgradation of the faculty.
- Institute organizes industrial training program for faculty and staff through its Industry Institute

Interaction Cell.

- As per the provisions of provident fund act, institute contributes to Provident Fund.
- As per the provisions of Gratuity Act, institute contributes for the Gratuity Scheme.
- Child allowance is provided for the education of Children of staff.
- In every academic session, Teaching and Non-Teaching staff members are encouraged by awarding them Best Teaching and Best Non-Teaching award.

Performance appraisal form is designed to assess the overall performance of the faculty. The performance appraisal is divided into following parts and categories:

PartA: General Information

General data like personal information, academic qualification, refresher courses attended has to be mentioned in this section.

Part B:AcademicPerformance Indicators

Category -I : Teaching, Learning and Evaluation Related Activities:

Performance in academics, reading / instructional material consulted and additional knowledge resources provided to students, use of participatory and innovative teaching-learning methodologies, updating of subject content, course improvement and various examination duties assigned and performed are considered in this section.

Category-II :Co-Curricular, Extension, and Professional Development Related Activities:

Extension, co-curricular & field based activities, contribution to corporate life and management of the institution professional development activities are considered in this section.

Category-III: Research, Publications and Academic Contributions:

Papers published in journals and conference, published book, ongoing and completed research projects and consultancies, research guidance, training courses, Faculty Development Programs, invited lectures and chairmanships at national and international conference/Seminar are considered in this section.

Part C: Other Relevant Information:

Any other credential, significant contributions, awards received etc. are to be mentioned in this section.

Part D: Institutional and departmental Level Performance Evaluation (other than in Part A, B, C):Involvement and contribution of the faculty in important areas of institutional and departmental level development not covered in earlier section are included in this segment. Due weightage is given to involvement of the faculty in administration, research and student support system.

The performances of the faculties are assessed by the respective heads of the departments and the reports are sent to the Principal through the Institute Academic Coordinator. The Principal reviews the performance appraisal and gives suitable suggestions and remedial actions. Low performing faculties are

counseled by Heads of the Departments and the Principal to motivate and guide them to improve their performance.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 52.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
45	35	38	39	50

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

6.3.3

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

Response: 58.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
110	53	55	159	46

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	52	75	77	78

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Mobilization and Optimum Utilization of Funds:-

The Mobilization of available funds is done by the institution effectively through proper budgeting considering the requirement of all the departments and students. After the preparation of Budget while incurring the expenditure further approval and sanctions are required from Management and Purchase Committee. As far as optimal utilization of funds is concerned while preparing budget the institution takes into account creation of facility like various laboratory, laboratory Equipments,sports and other

activity etc for the students. Further major portion is incurred on contingencies like Salary, Electricity Expenses, Internet Expenses, water Charges and other College maintenance expenses.

Internal Financial Audit:-

There is a sound internal control system evolved by the college to check vouchers, and invoices and other financial matters with due sanctions and approval by the Principal and Chartered Accountant so that it acts as Internal Control Audit System. The accounts department is headed by the Finance and Accounts Officer also there is a Internal Audit Consultancy services provided by the Chartered Accountant.

External Financial Audit:-

The external audit i.e Statutory Audit is conducted every financial year by a “Chartered Accountant” as per the provisions of the Income Tax Act 1961 and Bombay Public Trust Act 1950. The Books of Accounts maintained are examined and found correct satisfactory by the auditors.

General procedure for mobilization of funds and optimal utilization of resources

Mobilization of Funds and Optimum Utilization of Funds:-

1. Requirements of funds from all the departments are called for budget preparation.
2. Budget is prepared considering the funds required by all the departments.
3. Budget Approved is informed to all the concern departments.
4. Departments/Concerns put up there proposals for sanction before the management a per the budget approved.
5. The sanctioned proposals by the management are then put up before the Purchase Committee for negotiations from vendors.
6. The Budget Position is informed to all departments ,providing the details of fund utilized by them from the budget.
7. Budget variance is also checked and monitoring is done accordingly.
8. Institute prefers creation of facilities in-house for students by way of developing laboratories.
9. Provision for contingent requirement is also made by giving additional sanction.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) has taken significant steps in improving the overall quality of the system. Some of the initiatives taken by IQAC are mentioned herewith

1. **Teaching Learning monitoring system (TLMS)** : A Teaching Learning Monitoring System (TLMS) has been introduced to monitor the teaching process of the faculty. Head of Departments and Senior staff members are appointed to observe the teaching of the faculty members.
2. **Addition of OBE Module in the ERP-CAS module:** OBE module has been introduced in the CAS to automatically fetch the data from the examination module and calculate the attainment levels of all the Course Outcomes, Program Outcomes and Program Specific Outcomes. This helps to periodically monitor the outcome attainment levels and discuss the action plans for deficiencies if any.
3. **Conduction of Add on and value added certificate programs** : IQAC has taken an initiative in starting add on and value added programs for the students of all disciplines.
4. **Up gradation of infrastructure and facilities** : A budget was prepared and sanctioned from the Management for up gradation of existing infrastructure and facilities
5. **Set up incubation centre for promoting innovation, entrepreneurship and research:** Under the initiative and guidance of IQAC, the Institute has successfully been recognized as Host Institute / Business Incubator from 15th Jan 2020 by Project Monitoring and Advisory Committee (PMAC), MSME, New Delhi. 18 start-up ideas for grant-in-aid have been submitted to Ministry of MSME, Government of India through our Host Institute login.
6. **Establishment of Institute Innovation Council (IIC):** Under the initiative and guidance of IQAC the institute established Institute Innovation Council (IIC) in 2021-22 in association with MHRD Government of India. The primary aim of MHRD's Innovation Cell MIC is to encourage, inspire and nurture young students by supporting them to work with new ideas while they are in formative years.
7. **Sensitizing undergraduate students towards research through project presentation and paper publication:** The undergraduate students are oriented towards research by training them for writing papers for journals and conferences. The students are motivated to write papers based on their Mini and Major projects of graduation and participate in project presentations.
8. **Sensitizing students towards social issues for their holistic development through extension activities:** Inspired by the vision of Unnat Bharat Abhiyan IQAC had suggested the NSS Cell of the institute to conduct extension activities to sensitize the students towards social issues. The institute has adopted five nearby village.
9. **Upgradation of the Personality development module:** Based on the feed back of the students the IQAC had suggested up gradation in the curriculum of the Personality Development Module offered to the students.

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The institute maintains a climate free of gender discrimination which enables women to enjoy all the fundamental rights. Institute promotes equal participation of girls in all types of curricular, co-curricular and extracurricular activities. The institute has a well established Women's Grievance Cell which comprises of Internal Complaint Committee Cell and "Vishakha Committee". These two committees has been especially established to register the grievances of women/girls in the campus and take necessary actions immediately.. Ladies grievance committee coordinators are on hand to assist girl students in finding solutions to their problems and fostering a safe and secure environment for them to live in. The college is very keen regarding safety and security of the girl students and women faculties the following practices are done in this regard. Safety norms are strictly followed by the college in all respects. 24-hour Security guards have been appointed to safeguard the students. CCTVs are installed in the classrooms, library, parking areas and also in the office and lobbies to ensure the safety and security. Guests and Resource persons are invited to deliver lectures on women's rights and Gender sensitization.

College provides equal opportunity to male and female teachers with respect to appointments and promotions. College provides equal opportunity to boys and girls students with respect to participation in extracurricular activities, sports and placements. Every year International Women's Day is celebrated on 8th of March.

Glimpses of participation of Boys and Girls in Cultural and Sports events.

Session	College Level Sports		College Level Cultural		Total Participation (College Level)		Total Participation (Inter-College Level)	
	Men	Women	Men	Women	Men	Women	Men	Women
2022-2023	157	108	126	118	283	226	70	26
2021-2022	107	78	97	68	204	146	05	04
2020-2021	Covid Pandemic Period							
2019-2020	174	117	196	171	370	288	94	35
2018-2019	158	117	139	117	297	234	105	41

File Description

Document

Upload Additional information

[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: B. 3 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.4

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

Response:

The institute has taken various initiatives for promoting tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic, and other diversities. The NSS Cell organizes programs like Ek Bharat Shrestha Bharat and Rashtriya Ekamata Din to observe unity in diversity. Under the Unnat Bharat Abhiyaan (Ministry of HRD) the institute has adopted four villages in the region. Every year NSS Cell conducts special camps in villages through NSS student volunteers. These camps are organized to provide services for upliftment of the downtrodden and sensitize the students to have a harmonic approach towards the socioeconomic gap. Ganpati Festival and Annual Social Gathering are other platforms provided by the institute to trounce the cultural, regional, linguistic and communal diversities. Students from various regional and cultural backgrounds participate in various events like dramas, folk songs and dances etc.

The subject Constitution of India and professional ethics is made mandatory to all undergraduate students across every discipline. Programs like Republic Day and Independence Day are celebrated every year in the College Campus. Glimpses of activities to provide an inclusive environment towards cultural, regional, linguistic, communal socioeconomic and sensitization of students and employees to the constitutional obligations and responsibilities of citizens are given below.

Sr. No.	Name of Activity	Date of Conduction	Session
1	Celebration of Constitution Day	26/11/22	2022-23
2	'National Unity Day 2022: Rashtriya Ekta Diwas.	31/10/22	2022-23
3	Voter Day Program.	25/01/23	2022-23

4	Road Safety Program	13/01/23	2022-23
5	District level Yuva Sansad Program	03/04/23	2022-23
6	Right to Information Act (RTI)	12/10/21	2021-22
7	Voters Day Program	25/01/22	2021-22
8	Matrubhasha Diwas.	21/02/22	2021-22
9	Celebration of Matrubhasha Divas	27/02/2021	2020-21
10	Webinar for Dissemination of Information on National Education Policy 2020	23/09/20	2020-21
11	Quiz Competition on "Right to Information Act 2005".	11/10/2019	2019-20
12	NSS students Orientation Program	26/09/2019	2019-20
13	Matrubhasha Divas (Mother Tongue Day) celebration.	20/02/2020	2019-20
14	NSS students Orientation.	24/09/2018	2018-19
15	Rashtriya Ekamata Din.	31/10/2018	
16	Expert lecture on Quami Ekta Week	19/11/2018	2018-19
17	Darubandi Rally.	18/01/2019	2018-19
18	To create awareness among people about the importance of voting, street play was organized by NSS students at Various places in Yavatmal City.	09/03/2019	2018-19

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1: Title of the Practice

Creation of ecosystem for Innovation Research and Transfer of Knowledge.

Goal : The goals of implementing the practice

- i) To provide a platform to boost innovation and creativity.
- i) To design a systematic framework including financial assistance to orient the students to participate in various research based project activities.
- ii) To increase confidence level and enhance the writing and presentation skills of the students.
- iii) To create affinity towards research amongst graduate students.

The Context : JDIET is affiliated to SGBAU, Amravati and follows the curriculum and academic structure designed by the University. Most of the students in this institution are local or from adjoining rural places with weak economical background and lagging in communication and soft skills. Moreover there is a weak industrial belt for faculty members to get real life problems. The communication presentation and publication skills of the students are weak. There is a hesitation to leave local place and attend conferences in India and abroad. Systematic strategy was framed to address these issues and orient the students towards research and development and enhance their writing and presentation skills.

The Practice:

Efforts were taken by the institute to create an ecosystem of innovations and creation and transfer of knowledge. The below mentioned facilities and services were provided.

1. **Setting a Business Incubation Centre:**
2. **Institute Innovation Council (IIC)**
3. **Research and Development (R&D) Cell**
4. **Intellectual Property Rights (IPR) Cell**
5. **Research Centres for Doctoral Research**
6. **Collaboration with Industries:**
7. **Entrepreneurship Development Cell (EDC)**
8. **Orientation towards research through project presentation and paper publication**

Evidence of Success: Institute submitted 18 start-up ideas through our Host Institute login for grant-in-aid to Ministry of MSME, Government of India. As of date one start-up project worth Rupees 14 Lacs have been sanctioned. A DST fund of Rs. 27.58 Lacs has been awarded to one of the faculty members. Many students and faculties have published patents. Recently 3 Patents have been granted. A good number of research scholars are pursuing their Ph.D work in these research centers. More than twenty five MoUs of collaboration with industries are in force. Various activities like implant training, field visits, industry based projects, expert lectures, value added programs etc have been carried out in association with industries in the last five years. "Maharashtra Start-up Yatra" was a massive success in our campus for increasing the awareness about Entrepreneurship.

Problems Encountered and Resources Required : Research and Development is an expensive affair

and need of additional financial resources to implement the practice was a major hurdle. Special financial provisions in the form of mini grants for final year projects were made in the institutional budget. Time management in a very compact and hectic schedule of semester pattern system of academics. Mentoring was done for improving research paper writing and presentation skills of the students. Inferiority feeling and lack of confidence level in the minds of students was also psychological barrier in this case Special personality development classes by an agency of national repute had to be appointed with prime focus on enhancement of expression, presentation and writing skills of the students.

Best Practice 2 :-

Title of Practice :

Provision of Value Added Certificate Courses and Departmental Clubs for Professional and Technical Competency Enhancement of the Students.

Goal:

1. Upgrade technical knowledge of the students.
2. Exploration of hidden talent and working with a team spirit.
3. To channelize the organizational and management skills of students for self development.

Context: Along with academics there is need of holistic development of the students by giving them platform to expose themselves to the outside world and enhance their skills. In this context it was decided to upgrade the technical and professional skills of the stud

The Practice :

Four Level Certification Course :

First Year 36 Hours : Course Title: - “Career Foundation” Level-1 Certificate Course on English Language and Professional Ethics.

Second Year 72 Hours : Course Title:- “Career Bridge” Level-2 Certificate Course on Professional Communication and Aptitude Skills

Third Year 72 Hours: Course Title:- “Career Edge” Level-3 Career Edge Certificate Course on Logical Reasoning and Interview Skills

Final Year 72 Hours: Course Title:- “Career Smart” Level-4 Certificate Course on Aptitude Development and Corporate Practices

Value Added Courses : The Value Added Courses aim to provide additional learner-centric graded skill-oriented technical training, with the primary objective of improving the employability skills of engineering students.

TCS CSR YEP : The Youth Employment Program (YEP) stems from the Tata Affirmative Action

Program (TAAP) under the CSR umbrella and has been driven since 2010 addressing the challenge of unemployment within India. We believe that given the right opportunities and learning skills, even those from socially and economically marginalized communities, will be able to showcase their potential, join the mainstream economy, and shall have a dignified life.

Departmental Clubs : At present, there are seven departmental clubs along with IETE Students' Forum (ISF), Computer Society of India club (CSI) and SAE club in the institute.

Evidence of Success : The four level professional certificate course has succeeded in improving the competencies of the students in terms of identifying their skills and attributes. The institute has conducted around forty five technical value added certificate programs for the students in the last five years. These value added programs have helped in enhancing the employment ratio. The provision of platform through departmental clubs has shown an appreciable students involvement and exhibited the enormous potential, energy and skills within the students in organizing a number of events very successfully. A number of events including co-curricular and extracurricular activities organized by the departmental students clubs.

Problems Encountered and Resources Required : One of the major problems faced was again time constraints and management of these activities in a very compact academic schedule of semester pattern system. To overcome this difficulty, the annual academic calendar has been made with special provisions for arrangements of these activities. All these activities have financial implications. Special budgetary provision are made every year by the institution. Lack of awareness and hesitation towards participation was another problem. The HOD and faculty coordinator counseled the students and encouraged them to participate in such activities.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Performance of the Institute in "transforming rural youth into a Skilled, Confident and Globally Employable Technocrat":

JDIET is distinguished by its commitment in offering a unique learning experience in a spectrum of technical disciplines and contribution to the society through various extensive and outreach programs.

The institute is situated at Yavatmal, which is one of the most backward areas in Vidharbha region of Maharashtra State. In 1992, the State Planning Board of the Government of Maharashtra appointed a Study Group to identify the "Backward Areas in Maharashtra State". By using 12 indicators of development, this study group identified Yavatmal as one of the backward districts from Vidharbha region. Also further in 2006, the Ministry of Panchayat Raj identified Yavatmal to be one of the country's 250 most backward districts (out of a total of 640).

It was thought that a good quality technical education can play a vital role in development of this rural area and transformation of the youth from this backward area into a technocrat shall be helpful in the socioeconomic development of the region. With this vision, Jawaharlal Darda Institute of Engineering & Technology was established in 1996 with a prime motto of providing qualitative technical education to the youth of this backward region of Maharashtra with an intake of 210 seats.

The students taking admission to JDIET have very ordinary socio-economic background and are mostly from rural areas. Many of the students taking admission in the institution are weak in communication and presentation skills. Since establishment, the overall administration of this institution has been student-centric. The academic and administrative initiatives undertaken by the institute were focused on transformation of this rural youth into a successful technocrat. Since establishment till the date, JDIET has been successful in launching 17 batches of skilled technocrats in their respective technical disciplines. JDIET has been successful in bringing transformation in the overall personality of the rural youth by imbuing social values along with knowledge up gradation.

One of the most remarkable achievements of JDIET is the global acceptance of Alumni. It is really worth proud to mention that the Alumni of JDIET are excelling in their chosen career in more than 20 developed countries across the globe and are contributing to their employing firms in the most efficient manner. Also, many of the students are pursuing their higher technical education in reputed foreign universities. Some of the countries where the students are working are USA, UK, Canada, Australia, Japan, China, Singapore, Malaysia, France, Norway, UAE, Vietnam, Nigeria, Germany, Kuwait, Dubai, South Africa, Italy, Belgium, Jordan, Bangladesh, etc. JDIET has set a distinctive example as an Institution of "Transforming Rural Youth into Skilled, Confident and Globally Employable Technocrats". Apart from this the students are also employed in many national and multinational reputed industries within the country.

The human values imbibed within the students during their graduation period by involving them in social activities through NSS and departmental clubs have made them understand their responsibility towards the society. The overall efforts taken by the institute has resulted in the socio-economic development of this region.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Jawaharlal Darda Institute of Engineering & Technology(JDIET), Yavatmal is an institute of higher education, with a strong focus on Education as well as Research and Development. It is very much congenial with clean, green campus enriched with well equipped infrastructural facilities suitable for curricular, co-curricular and extra-curricular activities. At the graduate levels, the college offers education in the Engineering. The institution is dedicated to provide and maintain high-quality education in order to achieve academic excellence. The student-teacher relationship has been strengthened by the mentoring programme. The institute takes all necessary steps to ensure students' holistic development. The institute's vision and mission statements emphasize the development and upliftment of rural populations who are weaker and marginalized. JDIET has evolved as a unique institute of its kind where, besides running the normal programmes specified by the regulatory bodies, a plethora of learning experiences are inculcated to educate and nurture mindful leaders. This was thought necessary to meet the future requirements of a volatile world throwing challenges of managing resources, finances, materials to satiate the future needs of humanity. Such leaders need to demonstrate social commitment and ethical values for success. The entrepreneurs among them would in turn create an environment for future leaders and entrepreneurs. The institute is endeavouring to create a niche in this distinctive area by making concerted efforts to promote conscious capitalism. Events related to social, economic, political, historical, women and child issues are organized as per the planned calendar. In the extracurricular events, students participate in sports and other recreation programmes. The students enthusiastically present their talents in a variety of cultural programmes on regular basis. The institution is alive to the issue of environmental sensitivity and sustainability. Accordingly crucial steps like water management, bio-waste processing, a growing canopy cover of trees and campus cleanliness are at the forefront of our vision, both as a practice. Thus, the college ensures a congenial environment for students' holistic development.

Concluding Remarks :

The process of preparation of the Self Study Report of JDIET for NAAC inspection has given an opportunity to assess the quality of academic and administrative practices followed in the institution and to perform SWOC analysis. This SWOC analysis will help us to uphold the existing systems and procedures to meet the standards of higher education. The utmost cooperation and camaraderie extended by the faculty of all levels for collecting documentary evidence and data have strengthened and proven the team spirit. The contribution of the NAAC steering team, IQAC cell, and all the faculty members who have helped directly or indirectly in developing the SSR is gratefully acknowledged. The institution strives hard to fine-tune the existing systems and processes by benchmarking with the best in the world to achieve high-quality outcomes. The relentless effort and support towards nurturing the holistic development of the students is evident. The institution is looking forward to the NAAC peer team visit not only to showcase our educational excellence but also to receive suggestions to further tune up the system. The institute is committed to nation building and holistic development of students through rich learning experiences, providing them opportunity for research and entrepreneurship thereby contributing to the growth of nation and society. The institute is dedicated to provide an enhanced academic ambience that allows students to flourish and become mindful leaders, dutiful citizens, and hence nation-builders.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :39</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>45</td> <td>40</td> <td>25</td> <td>81</td> <td>60</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>38</td> <td>28</td> <td>23</td> <td>70</td> <td>55</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	45	40	25	81	60	2022-23	2021-22	2020-21	2019-20	2018-19	38	28	23	70	55
2022-23	2021-22	2020-21	2019-20	2018-19																	
45	40	25	81	60																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
38	28	23	70	55																	
5.1.2	<p><i>Following capacity development and skills enhancement activities are organised for improving students' capability</i></p> <ol style="list-style-type: none"> <i>1. Soft skills</i> <i>2. Language and communication skills</i> <i>3. Life skills (Yoga, physical fitness, health and hygiene)</i> <i>4. ICT/computing skills</i> <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: B. 3 of the above</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
5.1.3	<p>Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years</p> <p>5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years</p> <p>Answer before DVV Verification:</p>																				

2022-23	2021-22	2020-21	2019-20	2018-19
691	760	317	828	848

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
625	710	290	796	800

Remark : DVV has reworked and arrived the same values.

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

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:

2022-23	2021-22	2020-21	2019-20	2018-19
54	40	43	50	54

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
45	35	38	39	50

Remark : DVV has made changes as per the report shared by HEI.

6.5.2 Quality assurance initiatives of the institution include:

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

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

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

Remark : DVV has made changes as per the documents shared by the HEI

7.1.2 The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**

- 3. **Water conservation**
- 4. **Green campus initiatives**
- 5. **Disabled-friendly, barrier free environment**

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

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made changes as per the supporting documents

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations
