



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

DR D Y PATIL SCHOOL OF ENGINEERING AND TECHNOLOGY

DR D Y PATIL SCHOOL OF ENGINEERING AND TECHNOLOGY, DR D Y PATIL
TECHNICAL CAMPUS, DR D Y PATIL KNOWLEDGE CITY, SR. NO. 136,
CHARHOLI(BK), VIA. LOHEGAON, TALUKA HAVELI, PUNE, DISTRICT-PUNE
412105
www.dypic.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2018

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dr D Y Patil School of Engineering and Technology runs under the aegis of Dr. D Y Patil Educational Enterprises Charitable Trusts. The institute was established on 2011 and is approved by AICTE, Directorate of Technical Education (DTE), Government of Maharashtra (GoM) and affiliated to Savitribai Phule Pune University (SPPU), Pune, Maharashtra. The Trust undertakes educational, religious, social and charitable activities. The campus is spread over an area of 110 acres and is located in Charholi (Bk), Lohegaon, Pune-412 105. It is a self-financing institute.

Vision

To create outstanding professionals to serve the society through value based education.

Mission

1. To impart knowledge and skill based education in collaboration with industry, academia and research organizations.
2. To nurture professionalism among young engineers to serve the need of society and industry.
3. To promote moral and professional ethics.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Brand value - The D Y Patil group is as one of the largest and renowned educational group in the country. The group activities encompasses the fields of Education, Healthcare, Agriculture, and Sports etc.
2. Affiliated to SPPU: Savitribai Phule Pune University is one of the premier Institutes of Higher Learning and Research. Dr. D Y Patil SOET is affiliated to SPPU from 2011 and recognized by DTE and AICTE.
3. Student centric functioning with the help of mentoring and student counseling through mentors, teacher, HODs and Principal.
4. Overall development of students through their participation in co-curricular & curricular activities.
5. Professional society chapters & students association in every department.
6. Faculty involvement in curriculum design, development and implementation of affiliating University.
7. Faculty is invited as resource persons, in Conferences / Seminars / Workshops / Faculty Development Programs organized by other institutes.

8. Good number of publications in National & International Journals & Conferences.
9. Full time psycho-social counsellors are available in the campus.
10. Lush green campus of around 110 acres having facilities of indoor-outdoor sports, healthcare center, medical facility etc.
11. Healthy environment among management and staff.
12. Wi-Fi Campus.

Institutional Weakness

1. Low placement in core companies.
2. Less number of students progressing for higher education.
3. Low consultancy.
4. Less involvement of alumni.

Institutional Opportunity

1. Explore alumni involvement and seek their contribution in academic & placement activities.
2. Improve placement activities.
3. Involve alumni for institution's development.
4. Establishment of research laboratories, center of excellence in collaboration with industries.
5. Generating research funds through AICTE, BCUD and other funding sources.

Institutional Challenge

1. Foreign autonomous universities entering in field of technical education & fierce competition from increasing number of IITs, NITs in India.
2. Ever increasing gap between industry requirements and current curriculum.
3. Diverse socio economic backgrounds of students.
4. Active E.D.C. (Entrepreneur Development Cell) with incubation center funded by AICTE.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Savitribai Phule Pune University prepares the academic calendar and publish it on the website before commencement of each semester for the reference of all institutes. Academic calendar of the institute is prepared in-line with the university academic calendar. Monitoring of the academics is done by academic progress reports, daily monitoring, HOD meetings, mentor meeting etc. The study material like lecture notes, PPTs, videos, Lab manuals are provided to the students through google sites of faculty. Student's feedback regarding curriculum are taken and conveyed to the faculty through HOD, Academic Dean and Principal for

corrective measures. The institute has MoUs with various organization and organizes different activities like expert lectures and workshops. Institute is having professional membership and Students Chapter of CSI, ISTE, IEI under which various activities like students training program, guest lectures, technical events, conferences etc. are organized.

Teaching-learning and Evaluation

The admission to the institute is done as per the admission rules and regulations laid down by DTE, Government of Maharashtra through the Centralized Admission Process. The institute has no discrimination on gender, caste and everybody gets equal opportunities to explore themselves. The institute has highly qualified and experienced faculty members. Institute prepares Academic calendar and give emphasis on its strict follow-up. The institute organizes orientation program for first year students at the beginning of course. The students are regularly guided by mentors, class teachers, HODs and Principal. Department identifies slow learners and advanced learners; and take extra efforts for their respective development. ICT based teaching facility is available in the institute and teaching material like lecture notes, PPTs, NPTEL Videos etc. are made available to the students through respective faculty. The university has continuous assessment scheme like online examination, insem, oral, practical examination and endsem examination, though which performance of the students can be evaluated constantly. The institute has collaboration with industries, Training organization, research organization to bridge the gap between industry and academia. Training and Placement cell organizes programs like Soft skill, Personality Development, and Career Guidance etc. to enhance the student's overall personality to improve placement.

Research, Innovations and Extension

The institute has established Research and Development (R&D) cell to monitor and promote the R & D activities and consultancy. The cell encourages students and faculties for research projects, publications, patent filing and participation in national and international level conferences, workshops, seminars, FDP, SDP, STTP etc. The faculties receive research grant against the research proposal from university and other funding agencies. Institute organizes various programs for students and faculties on research methodology, technical writing skills, IPR, annual technical event-Technova etc. The institute is a member of various professional bodies like CSI, ISTE, IOE and also formed the students chapter under them, under whose umbrella, various technical programs are organized. Institute supports to initiate, participate and implement the technological awareness programs to benefit the Institute-neighborhood community network. The institute has MoUs with various organization including research, industry and academia, through which various technical guidance have been provided to students. Students are encouraged to develop innovative projects, participate in various external competitions like BAJA, ROBOCON, Go-Kart, AVISHKAR, project & poster competitions, and paper presentation to show case their innovative research ideas. Industrial visits, field trips and surveys, project site visits are made regular activity to get maximum exposure about practical based learning.

Infrastructure and Learning Resources

The institute provides state-of-the-art teaching learning facilities like Class Rooms with audio –visual facility, Laboratories, library, R&D Cell, Placement cell, Seminar Halls, computer center and Workshop. The laboratories are well equipped with licensed software, LAN Facility and Wi-Fi Facility.

The institute has big auditorium in the campus having a seating capacity of more than 300 people. The institute also has huge Atrium where we organize cultural and social activities. The institute has a Health and Wellness center on the campus. The institute has Parking space for vehicles, Canteen facility, Medical facility, Public and private Transport facility, separate hostel for boys and girls. Institute also has girl's room and boy's room and facilities for physically handicap person. Campus has 24 hours security facilities.

The institute has lush green campus with outdoor sports facilities for Cricket, Hand-ball, Volleyball, Basketball court, Kho-Kho, Lawn Tennis, football etc. The indoor game facility like Badminton court, Gymnasium, Table-tennis court, carom, Chess etc. is also available.

The Municipal water supply and on campus bore wells are resources catering the needs of water requirement of the campus. The rain water and sewage water is stored and recycled for gardening purpose.

Student Support and Progression

The students from reserved category and economically weaker section receive scholarship and free ship from Social welfare department as per government norms. Financial assistance is provided to the students through "Earn and Learn Scheme" of SPPU. The training and placement department organizes training programs and skill development programs for the students for their placement assistance. The institute organizes guidance sessions related to competitive exams for students. Institute has a Grievance cell including anti ragging, Women Grievance Cell, Internal Complaint Committee to take care of students and staff grievances. Student's general queries and complaints are taken into consideration through regular feedback.

The Institute organizes various technical, cultural and sports events under different student's chapters like CSI, ISTE, IEI, CESA, MESA, AESA, ETSA, KAIZENS through which students enhance their talent, skills, leadership and management qualities. Psycho-Social professional counselor and medical facility is available in the campus for students. Faculty takes extras efforts like extra lectures, online mock exam, lecture notes etc for slow learners of each class.

Institute organizes alumni meet every year through which overall improvement of the institute and the suggestions are incorporated in the system.

Governance, Leadership and Management

The management & Principal plays vital role to provide effective teaching learning process and infrastructure facilities. The entire administrative team works for the acheiving the vision, mission, objectives, and Quality policies decided by the Governing Body, Local Management Committee (LMC), and Internal Quality Assurance Committee (IQAC).

Effective teaching learning process is carried out through interaction with the stakeholder meet, Parent-teacher meet, Alumni meet, T&P cell, DAB, faculty involvement in university work, Industry visits, Expert talks, Workshops, seminars, FDP, site visits etc. The management supports to all academic activities and promotes healthy environment in the campus.

The management and Principal motivates, guides and appreciates faculties and students for their overall progress. The principal, Dean Academics and Heads of Department take reviews of academics, research,

placements and also other related activities at regular interval.

Feedback from stakeholders, teachers, Students, Alumni, Parents, Industry persons are taken in to consideration for the corrective measures and overall development of the institute.

Teaching and non- teaching faculty appraisal is taken in every year. The performing and sincere staffs are encouraged by giving appreciation letter. The budget requirement from all heads of department is taken at the beginning of every financial year and a consolidated budget is forward to the management for approval. The budget consists of the recurring and non-recurring expenditure of the institute. At the end of every financial year audit of the budget is done.

Institutional Values and Best Practices

Institute conducts a Green Audit and energy audit of the campus through student involvement. Institute dispose e-waste, garbage waste and paper waste to private vendors. Institutional information are provided to stakeholders through college website, ERP, noticeboard, google groups, face book, whatsapp group etc. Institute has adopted e-learning platforms like MOODLE, My-Examo, e journals, NPTEL video, YouTube, faculties video lectures etc.

A professional counsellor is appointed to resolve the complications of the students at various fronts like professional, personal and family level. Initially, group counselling is provided to the students and those who have genuine problem are counseled personally.

Entrepreneur Development Cell (EDC) has been established in the institute to develop entrepreneur skill among the students.

Every department has Mentor scheme through which the students can share their problems with the mentor so that the student's problems can get resolved. The mentors discuss and tries to solve student's difficulty to improve their performance.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DR D Y PATIL SCHOOL OF ENGINEERING AND TECHNOLOGY
Address	Dr D Y Patil School of Engineering and Technology, Dr D Y Patil Technical Campus, Dr D Y Patil Knowledge City, Sr. No. 136, Charholi(Bk), Via. Lohegaon, Taluka Haveli, Pune, District-Pune
City	Pune
State	Maharashtra
Pin	412105
Website	www.dypic.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ashok Kasnale	020-67077932	9422071418	020-67077718	principalsoet@dypic.in
Associate Professor	Roshani Raut	020-67077931	9960866438	-	hodcompsoet@dypic.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of establishment of the college	07-12-2011
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University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	10-04-2017	12	Extention for Cureent Academic Year

Details of autonomy

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Dr D Y Patil School of Engineering and Technology, Dr D Y Patil Technical Campus, Dr D Y Patil Knowledge City, Sr. No. 136, Charholi(Bk), Via. Lohegaon, Taluka Haveli, Pune, District- Pune	Urban	13.4	11396

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,Computer	48	HSC or Diplome	English	60	57
UG	BE,Civil	48	HSC or Diploma	English	120	81
UG	BE,Mechanical	48	HSC or Diploma	English	120	79
UG	BE,Automobile	48	HSC or Diploma	English	60	43
UG	BE,Electronics And Telecommunication	48	HSC or Diploma	English	60	23
PG	ME,Computer	24	BE	English	24	0
PG	ME,Civil	24	BE	English	24	24
PG	ME,Civil	24	BE	English	24	24

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	14				29				87			
Recruited	1	0	0	1	4	2	0	6	61	26	0	87
Yet to Recruit	13				23				0			
Sanctioned by the Management/Society or Other Authorized Bodies	13				23				3			
Recruited	0	0	0	0	0	0	0	0	0	3	0	3
Yet to Recruit	13				23				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						20
Recruited	17		3		0	20
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				26
Recruited	19	7	0	26
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	4	2	0	4	2	0	13
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	57	27	0	84
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
		22	4	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	212	35	0	0	247
	Female	32	3	0	0	35
	Others	0	0	0	0	0
PG	Male	41	0	0	0	41
	Female	7	0	0	0	7
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	10	15	18	30
	Female	8	3	4	4
	Others	0	0	0	0
ST	Male	1	0	1	1
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	79	76	71	101
	Female	12	10	12	12
	Others	0	0	0	0
General	Male	167	181	134	156
	Female	46	45	23	26
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		323	330	263	330

Extended Profile

1 Program

1.1

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

Response: 574

1.2

Number of self-financed Programs offered by college

Response: 8

1.3

Number of new programmes introduced in the college during the last five years

Response: 7

2 Students

2.1

Number of students year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1472	1765	1304	944	491

2.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
282	282	282	258	204

2.3

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

2016-17	2015-16	2014-15	2013-14	2012-13
389	365	102	23	1

2.4**Total number of outgoing / final year students****Response: 879****3 Teachers****3.1****Number of teachers year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
93	93	78	63	40

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

2016-17	2015-16	2014-15	2013-14	2012-13
93	93	78	63	40

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

2016-17	2015-16	2014-15	2013-14	2012-13
136	132	116	80	44

3.4**Total experience of full-time teachers****Response: 749.5****3.5****Number of teachers recognized as guides during the last five years**

Response: 1

3.6

Number of full time teachers worked in the institution during the last 5 years

Response: 97

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 24

4.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
409.19	424.74	435.14	327.46	190.64

4.3

Number of computers

Response: 327

4.4

Unit cost of education including the salary component(INR in Lakhs)

Response: 0.66

4.5

Unit cost of education excluding the salary component(INR in Lakhs)

Response: 0.31

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

DYPSOET develops and monitors the effective implementation of curriculum and delivery through a well-defined process. The academic calendar and syllabi are published by Savitribai Phule Pune University before commencement of each semester on university website. Principal, IQAC committee along with academic dean and HODs prepares the academic calendar of institute in line with the university academic calendar constituting semester start and end, university examination like insem, online, endsem examination, institute level events and internal assessment schedule and monthly APR. Load distribution is done by HODs as per the faculty expertise. Department wise master time table and class time tables are prepared and displayed on departmental notice board and departmental website. Course file includes course objectives, course outcome, teaching plans, notes etc are prepared by each individual faculty for their allotted subject. The faculty teaches 100% syllabus and some contents beyond the syllabus are taught by the end of semester. Lab manuals for each lab related subjects are prepared by the faculty. The extra efforts have been taken for slow and advanced learners. Daily monitoring of all the lectures has been done to monitor the effective implementation of the academics. Academic progress reports are monitored by HOD, Academic Dean and Principal by every 15 days. Corrective measures are taken by the faculty as per the directives of Principal, Academic Dean and HOD. Study material like notes, MCQs, PPTs, videos, Lab manuals are provided to the students through MOODLE and Google sites of faculty. Subject Blogs are created by the subject expert for teaching learning purpose. Every faculty is having his/her own Google site on which all the study material for students is available. According to academic calendar, Unit tests, Prelim, Assignments, Tutorials, Progress Seminars, Project Stage Evaluations are conducted. Mentoring of students is done for overall development of students, through counselling and mentor meetings. Monthly class attendance, test marks, Assignments, Examination Notices, Placement Activities, university, state and national level technical events are conveyed to the students through Notice Board and emails. Curriculum Feedback is taken from the faculty, students, alumni and communicated to the BoS, SPPU. Teaching feedback by students is taken for continuous improvement in teaching and corrective measures are taken accordingly. Expert lectures, seminars, Industrial Visits, Field Trips, Internships and workshops etc. are organized for student's development.

File Description	Document
Any additional information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 10

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
9	0	1	0	0

File Description	Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years**Response:** 0**1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of participation of teachers in various bodies	View Document

1.2 Academic Flexibility**1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years****Response:** 30.49**1.2.1.1 How many new courses are introduced within the last five years**

Response: 175

File Description	Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system

has been implemented

Response: 100

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 8

File Description

Document

Name of the programs in which CBCS is implemented

[View Document](#)

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

Response: 38.58

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

2016-17	2015-16	2014-15	2013-14	2012-13
1175	513	296	400	93

File Description

Document

Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs

[View Document](#)

1.3 Curriculum Enrichment

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

Response:

The curriculum given by the SSPU has integrated many of the above mentioned issues through audit courses such as Professional Ethics and Etiquettes, Road Safety Management, Digital and Social Media Marketing, Cyber Crime and law, soft skills, etc. Final year and pre-final year students are encouraged to take a project and seminar topics which address the cross cutting issues like green buildings, rain water harvesting, use of waste plastic in concrete road construction, green computing, biogas, garbage management, agricultural electronics, Water quality analysis of a river etc. The institute has organized several programs like gender sensitization, Demonetization, River saving rally, Art of Living courses etc.

The institute has Internal Complaint Committee (ICC), Grievance Redressal Committee to sensitize the

students and employees on gender issues, make them aware of the social, moral, and legal implication of gender discrimination, gender equality, sexual harassment, and common grievances etc. The committee and cell is creating and maintaining an environment in which students and employees can work together in gender violence free environment.

The institute has A. P. J. Abdul Kalam National Social Service (NSS) unit, through which various social programs are organized for students and society which includes blood donation, street plays, cleanliness drives, road safety etc. The institute has adopted ZP school at Harantale. Students and staff often visit to the school and perform some activities for students. Some of the activities includes tree plantation, sports competition, Tab Distribution, uniform distribution, art-craft making programs etc. School management appreciated the efforts and interest shown by our students and staff to encourage students for practical based learning.

File Description	Document
Any Additional Information	View Document

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 8

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 8

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 5.3

1.3.3.1 Number of students undertaking field projects or internships

Response: 78

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document

1.4 Feedback System

<p>1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise</p> <p>Response: A.Any 4 of the above</p>	
File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

<p>1.4.2 Feedback processes of the institution may be classified as follows:</p> <p>Response: A. Feedback collected, analysed and action taken and feedback available on website</p>	
File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 9.54

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
149	209	149	87	25

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 68.72

2.1.2.1 Number of students admitted year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
282	354	344	416	364

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
564	564	564	516	408

File Description	Document
Institutional data in prescribed format	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 32.54

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

2016-17	2015-16	2014-15	2013-14	2012-13
78	83	80	93	84

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

Before commencement of classes, the institute organizes Orientation program for first year students. In the orientation program, expert guidance is given to the students including soft skills, basics principles of engineering, Training and placement activities, library facility, stress management programs, information regarding sports activities etc. Similarly, for the second year students, the respective department organizes orientation programs which involves introduction to the department, faculty, academics, library, professional bodies, students chapters, placement opportunities, seminars, projects etc. Through the continuous evaluation process each department identifies Advanced learners and Slow learners. The identification of such students is done by:

- Observing student's performance in unit test.
- By referring to their attendance records.
- By observing their performance and sincerity in Lab Practises.
- By interaction with students during mentor meeting.
- Analyzing SPPU Exam results.
- By observing their involvement in Co-curricular activities etc.

Department conducts remedial classes for slow learners to improve academic performance through extra lectures / practical, assignments, re-tests, SPPU paper solving etc.

Also, the mentors along with class teacher and head of the department discuss and try to solve student's difficulty to improve their performance in all respect through counselling.

The performance of slow learners is communicated to their parents through mentors and/or by organizing parents meet where we appeal them to extend their support for academic improvement of their ward.

Institute conducts extra classes for late admitted students of first year and Direct second year. Sometimes

students are referred to full-time counselor appointed by the management for further analysis of the cause of their low-performance and improvement in the approach towards study.

Students are encouraged for sponsored projects and internship programs as well as research activities like paper publication in conferences, peer reviewed journals, intercollegiate competitions, patent filing, attending value-added courses etc. for overall professional development.

Measures are taken to motivate Advanced learners by felicitating them for their achievements by giving prizes to University Toppers, Class toppers, Competition winners etc.

Special programs are organized for advanced learners such as career guidance programs for competitive exams like GATE, GRE, MPSC, UPSC, Air Force etc.

Value added courses, Guest lectures, training programs, industry visits, seminars, workshops etc. are organized by all the departments for upgradation of their knowledge and confidence building. Institute conducts alumni meet annually where alumni share their work experience with the students. Institute has training and placement cell which facilitates various career guidance course, soft skill training programs, personality development programs for better placement opportunities.

2.2.2 Student - Full time teacher ratio

Response: 270:19

File Description	Document
Institutional data in prescribed format	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

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

Response:

Each faculty prepares the teaching plan of their subject as per the academic calendar of the institute. The subject blog for each subject has been created by the faculties, where students and faculty do technical discussion about the subject. Teachers adopt student centric methods in the teaching-learning which

includes group discussions, interactive lectures, seminars, project work, workshops, training programs etc. The faculty conducts unit tests, remedial tests, mock practical tests, assignments, seminars, progressive project demos to monitor the performance of students.

Institute enhances experiential learning for student development which leads to exploration and implementation of their ideas. The institute organizes events like Robocon, Roborace, Quiz Competition, Paper Presentation, Model Making, Programing contest, Circuit making, etc. under the banner of TECHNOVA. Students feedback system give input for improvement in participative learning. Feedback is taken from students in every semester. Feedback forms are evaluated and analyzed by HOD and Dean Academics to find out the corrective measures to be taken in the interest of students. Accordingly teachers are guided to implement the suggestions for better satisfaction of the students in the learning process.

Students participate in the various technical events like paper and poster presentation, university organized activity -AVISHKAR, project competitions, debate competitions at state and national level etc.

To develop innovative thinking students are encouraged to participate in vehicle making and performing, competitions. Student design and develop innovative vehicle models at institute workshop and present their performance in various automotive competitions like GOKART, BAJA and SUPRA etc. Institute take efforts to get industry sponsored project to the students through they are exposed to the industry needs and they understand working culture of industry through interaction with industry experts.

Practical assignments, Tutorial are conducted to improve the problem solving skills of the students.

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 97.85

2.3.2.1 Number of teachers using ICT

Response: 91

File Description	Document
List of teachers (using ICT for teaching)	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 18.4

2.3.3.1 Number of mentors

Response: 80

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

The institute nurtures critical thinking during regular theory and practical sessions. The institute conducts regular activities such as Quiz, Group Discussion, Live Demonstration, Student Seminars etc. Institute arranges webinars for students & faculty to interact with the imminent personality in the field of engineering to enhance their knowledge. All departments arranges Group Discussion for students on various topics to judge their technical knowledge, soft skills, and personality.

Institute encourages the final year students to select their projects in emerging social issues like environmental, agricultural, power generation, fuel crisis, traffic monitoring, biomedical etc.

The institute takes efforts to serve students of different backgrounds and abilities through effective teaching-learning process. The institute has NPTEL local chapter, through which students register for various courses. All NPTEL course material is available in central library for students and faculty for reference and use. ICT based facility is available in the institute such as classrooms provided with overhead projectors, internet facility, Wi-Fi facility, audio visual seminar hall, digital library, e-learning resources like blogs for difficult subjects, moodle, ebooks etc. All faculty have created their individual Google site on which the teaching material is provided for student reference and learning. Each class has their Google group which is used for interaction between faculty and students.

Beyond curriculum, institute encourages students for internships and value added training programs. Innovative teaching practices like simulation tools, field visits, practical videos, use of mind-map etc. allows students to learn at their own pace.

The institute organizes various FDP, refresher courses, seminars, workshops, national and international conferences to encourage students and faculties for updating their knowledge. Faculty are deputed for various FDP conferences, seminars, refresher courses, syllabus orientation programs etc to improve their proficiency. The institute has signed MoUs with various industries, academic institute and research organization like BARC, MDIS Singapore, ACMA, Seed Infotech, Barclays-GTT, IGTR, Autodesk-SW Systems, Bentley Systems etc. through which various programs are organized for the students to fill the gap between industry and academia. The various technical programs like Model making, GOCART, circuit design, paper presentation, brain storming activities etc are organized to enhance technical skills among the students. The latest technological advancement and innovations in education are well undertaken by the institution to make a visible impact on academic development. As per the guidelines given by the SPPU, the continuous evaluation system is used to monitor student's academic performance.

The institute has established R&D cell, through which various initiatives are taken to motivate and promote faculty and students for research publication. Some of the activities under R&D cell are like filing applications for patent, sending Research proposals for funding etc. Faculties are encouraged to pursue higher education like Ph.D. Students are encouraged to participate in various technical events like Avishkar, Robotics, BAJA etc. Institute deputed the students for internship programs to industries. Training & Placement cell organizes different placement drives and provide training on aptitude and soft skills for students.

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 75.15

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 9

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
14	9	5	4	3

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 8.06

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**Response:** 1.36

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

File Description**Document**

Institutional data in prescribed format

[View Document](#)

e-copies of award letters (scanned or soft copy)

[View Document](#)**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response:** 10.27

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
14	14	12	7	5

File Description**Document**

List of full time teachers from other state and state from which qualifying degree was obtained

[View Document](#)**2.5 Evaluation Process and Reforms****2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level****Response:**

Implementation of evaluation reforms given by the university are strictly followed at the institute and are ensured by taking strict compliance of the process and procedure in order to establish effective continuous evaluation system. The Institute has taken following measures for the effective implementation of the

evaluation reforms introduced by the University:

The Institute has exam coordinators from each department for smooth conduction of the examination. The examination committee meets periodically to discuss all the examination related matters.

For first year and direct second year students orientation programs are conducted before commencement of the semester. The students and parents are made aware regarding continuous evaluation process for academic progress. During the Induction program the newly admitted students are updated about the attendance requirement as well as qualifying criteria requirement to the higher class and the grading systems for the internal assessments.

Whenever the students are in doubt, they are encouraged to get it clarify by discussing with the teachers, mentors, head and principal.

At Institute level, effective implementation of tutorial and mid-sem test will be taken as per the schedule and results are declared within stipulated time span. The students can see their evaluated answer sheets and discuss the same with concerned faculty if required.

Pre In-semester and Pre-Online exams are conducted on the syllabus prescribed by the university before the university in-semester and online exam. For preparation of pre-online examination students are advised to register on MyExamo software. This tool of learning has a preloaded question bank which gives sufficient practice to the students. The students not only get idea about the online exam, whereas, this practice boost their confidence level.

Information regarding the time duration for the examination is displayed on the notice board well in advance. Faculty not only observes the accuracy of answer but also checks the methodology of presentation and counsel students if required.

All exams are conducted in a student friendly environment so that the student can give full and meaningful performance. All the data are collected and stored in digital format for recovery/reference purpose. Final year term work is jointly evaluated by internal and external examiners. For smooth conduction of University theory examination, an internal squad comprising of senior faculty members is appointed. At institute level the Project work evaluation carried out by inter-departmental panel periodically semester wise.

The credit system for each course is introduced for UG program and choice based credit system is in practice for PG.

File Description	Document
Any additional information	View Document

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

The institute displays the academic calendar on the notice board and website for the students, which is prepared as per the SPPU academic calendar. All the internal examinations such as unit test, online exam, in-semester examination, practical oral exam, end semester examination are scheduled as per academic calendar.

Internal assessment is on the basis of :

1. Student's attendance.
2. Student's performance in Unit / Class Tests / Prelim Examinations.
3. Students performance in Pre-Online Test.
4. Student's performance on assignments, mock-test/viva.

a. Student's Attendance:

Student's attendance is updated on records after conduction of each lecture and practical. Every month, subject-wise summary of attendance is prepared and is displayed on the notice board for student's information. In case of any discrepancy the issue is immediately looked into and rectified.

The record of monthly attendance is also intimated to parents through post and also through calls.

b. Student's performance in Unit / Class Tests / Prelim Examinations.

After the completion of two units, class test is scheduled. The assessment is done within the stipulated time which is generally within a week after the exam.

After evaluation, answer books are shown to the students for scope of improvement. The marks are then finalized and displayed on the Notice-Board.

Similar procedure is followed for Prelims after the completion of the syllabus.

c. During Pre-Online Test.

The pre-online test, "MyExamo" software is used. The aim of conducting pre-onlin exam and practice test is to help students to gain confidence for the University Online Exam.

d. Student's performance on assignments, mock-test/viva.

The subject teacher examines the assignments and conducts viva. Based on the performance of the students, assignment marks are awarded.

Progressive evaluation of final year projects is done by the inter-departmental panel. Monitoring of the project is done through project progress diary.

Student's academic performance is monitored through mentor meetings, class tests, online and in-semester examinations. Based on the performance, preventive & corrective actions are taken for slow-learners.

Each department identifies gaps in the curriculum using inputs from stakeholders and identifies contents beyond syllabus to bridge those gaps through expert talks, seminars, workshops, training etc.

Independent learning of the students is evaluated on the basis of their participation in technical events, project competitions etc.

The institute implements all reforms for internal assessment as per the evaluation system of SPPU. All the rules and regulations and CBCS handbook guidelines which are available on SPPU website, for internal, external assessment and evaluation, are referred.

The institute has a mechanism to obtain and analyze feedback from students, regarding understanding of the subject to improve the teaching strategy.

The students feedback on infrastructure and facilities like administration, building, laboratories, hostel facility, T&P, and amenities like canteen, drinking water, sports facility etc. are taken frequently and the corrective measures

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

Response:

The institute has well established and developed the evaluation system for grievances redressal. Redressal of grievances is permitted by SPPU, only for end semester examinations and not for online examination, term work/oral/practical and project examination. The mechanism for examination related grievances, with reference to evaluation is as given below.

Institute level -

At the beginning of semester, IQAC takes effort to bring to the notice of subject Teacher, Mentor, Head of the department about the internal assessment methods such as term work, oral, practical, project, unit tests.

Assessed answer sheets of unit tests are given to the students and performance is discussed by the subject faculty.

The students can discuss their grievances regarding Class tests, Prelim examinations, about the internal evaluation process with Mentors, Class teachers. If not resolved then students can approach to Head of the department and Principal.

In-semester and End semester examination question papers are set by SPPU. An institute CEO appoints internal supervisor and the junior supervisors for invigilation and masking of answer sheets. The central assessment program is conducted at institute level for in-semester assessment of answer sheets.

University level –

Paper setting, conduction of theory, oral, practical examinations, evaluation and declaration of results is done by SPPU. For effective and smooth conduction of examination, the appointment of eligible internal supervisors are done through institute CEO. SPPU displays the online, in-semester and end-semester exam time table on its website time to time for students and institute information.

After the declaration of SPPU results, if required students can apply for revaluation and photo copy of their answer sheets as per the provision made by the university. If the students find grievance in the photo copy of answer sheet, then they can apply for revaluation by paying online revaluation fees.

The CCTV cameras are used observe the smooth and impartial conduction and monitoring of online examinations.

Practical/oral examination/final year term work is jointly evaluated by external and internal examiners. The marks of term work, practical/oral examination are submitted online to the University portal by using a unique username and password generated by online BCUD system.

Principal along with CEO conducts meeting of all faculties before end semester examination regarding the smooth conduction and implementation of examination rules.

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

At the beginning of each semester, institute prepares an academic calendar in-line with the SPPU academic calendar which covers dates of commencement of semester, end of semester, all the internal examinations like class tests, online exam, in-semester exam, end-semester examination, Oral/practical schedule etc.

Student academic performance is monitored by mentors, class teachers, academic coordinator and head of the department through mentor meetings, class tests, online and in-semester examinations etc. Performance in internal assessment is used to improve students academic progress. Based on the performance in internal assessment, preventive and corrective actions are taken for slow-learners by subject teacher.

Currently university has introduced credit based system for UG program and Choice Based Credit System (CBCS) for Post Graduate programmes.

As per the academic calendar, all the UG students appear for class tests conducted by the department. Phase-I online and Phase-II online examinations are conducted by the SPPU on first four units for FE and SE students. Similarly theory in-semester examination is conducted for TE and BE on first three units. At the end of term all class students appear for SPPU oral/practical examination and end-semester theory examination.

For evaluation of BE project work, progressive presentation and evaluation is done periodically. Similarly for TE seminar work, department schedules TE progressive seminars.

The evaluation involves continuous internal evaluation through unit test, assignments, Group discussion, seminars, report writing etc. Theory end-semester examinations and oral, practical examinations is conducted by the University at the end of the semester.

At institute level the Project work evaluation carried out by inter-departmental panel periodically semester wise. The Term work marks are evaluated on the basis of students attendance, unit test marks, in-semester marks, practical assignments etc.

As per the activities planned in academic calendar, institute and departments organize all the activities for student's technical and overall development. Parents meet is organized as per the institute academic calendar in every semester.

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

Each program running in the institute has clearly stated learning outcomes in terms of program outcomes (POs), course outcomes (COs), and Program Specific outcomes (PSOs). The POs define the abilities of the students of that program expected at the time of graduation and COs are the learning outcomes that the students engage at the end of each course. PSOs are statements that describe what the graduates of a specific engineering program should be able to do.

Institute has adopted student centric method, experiential learning, participative learning etc in teaching learning process.

University has given along with the syllabus of a course, the course outcome to be achieved.

At institute level, every teacher take care to achieve the course outcomes through the test and internal assessment of the students. During the teaching process, the subject teacher communicate the course outcome of every unit to the students and expects the anticipated result from the student.

POs are displayed on the departmental website of each department. These are communicated to the stakeholders through interactions such as, induction program, student-class teacher meetings, mentor meetings etc. The faculty explains about program outcomes, program specific outcomes and course outcomes with the students at the beginning of every semester.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

Each department prepares program outcomes based on twelve graduate attributes. Each course outcome is mapped with the program outcomes. The outcomes help to build and improve the basic skills of the students to become good professional engineers and help in the process of learning.

The individual faculty member uses assessment and evaluation outcome as an indicator for evaluating student performance and achievement. In case of deviation from the expected outcome, necessary corrective measures are taken. Term work marks are calculated through a continuous evaluation process.

The process of attainment of COs, POs and PSOs starts with writing appropriate COs for each course of the program from first year to final year in a four-year engineering degree program. The course outcomes are written by the respective faculty members. A correlation is established between COs and POs in the scale of 1 to 3, 1 being the slight (low), 2 being moderate (medium) and 3 being substantial (high). A mapping matrix is prepared in this regard for every course in the program including the elective subjects. The course outcomes written and their mapping with POs are reviewed frequently by a committee of senior faculty members and HOD before it is finalized.

For example, POs of Computer Engineering is cited below:

1. To apply knowledge of mathematics, science, engineering fundamentals, problem solving skills, algorithmic analysis and mathematical modeling to the solution of complex engineering problems.
2. To analyze the problem by finding its domain and applying domain specific skills
3. To understand the design issues of the product/software and develop effective solutions with appropriate consideration for public health and safety, cultural, societal, and environmental considerations.
4. To find solutions of complex problems by conducting investigations applying suitable techniques.
5. To adapt the usage of modern tools and recent software.
6. To contribute towards the society by understanding the impact of Engineering on global aspect.
7. To understand environment issues and design a sustainable system.
8. To understand and follow professional ethics.
9. To function effectively as an individual and as member or leader in diverse teams and interdisciplinary settings.
10. To demonstrate effective communication at various levels.
11. To apply the knowledge of Computer Engineering for development of projects, and its finance and management.
12. To keep in touch with current technologies and inculcate the practice of lifelong learning.

2.6.3 Average pass percentage of Students

Response: 88.59

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 396

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 447

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.9

File Description	Document
Database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 13.98

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0.74	8.47	4.77	0	0

File Description	Document
List of project and grant details	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 0

3.1.2.1 Number of teachers recognised as research guides

File Description	Document
Institutional data in prescribed format	View Document

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.03

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 3

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

The institute has established Entrepreneurship Development Cell (EDC). EDC works to develop entrepreneurship qualities in students to launch their startups. EDC conducts many innovative activities nurturing innovative spirit. Throughout the year, different programs like Entrepreneurship and innovation program, Entrepreneurship meet are carried out to expose the students to the industrial environment.

Institute has signed MoU with National Entrepreneurship Network (NEN), under which various programs like NEN Regional Manager Meet, idea generation activity are conducted for the students.

Institute has the incubation center with ten PCs, LCD projector, printer etc. To strengthen R & D activity at SOET, the institute established an “**AJEENKYA AKRUTI TECH PARK**” Centre in collaboration with Bhabha Atomic Research Centre (BARC), Trombay, Mumbai. Through BARC AKRUTI Node, institute has taken initiative to empower villages with Science and Technology based work which will transfer technology to villages, for benefit of society. BARC has initiated ‘AKRUTI’ Programme under DAE-Societal. Institute has signed agreement for Technologies such as 1. Soil Organic Carbon Detection & Testing Kit (SOCDTK), 2. Foldable Solar Dryer (FSD) and 3. Domestic Water Purifier (DWP). Accordingly Faculty training has been given by BARC and first Solar Dryer is prepared for demonstration to farmers. For DWP and SOCDTK laboratory establishing work is in progress.

The institute interacts with various industries through Industry visits, site visits, expert talks, Training programs etc

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 98

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
44	29	16	8	1

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

File Description	Document
List of Awardees and Award details	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 0

3.3.3.1 How many Ph.Ds awarded within last five years

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

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

Response: 0.3

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

2016-17	2015-16	2014-15	2013-14	2012-13
6	5	4	3	4

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

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

Response: 2.11

3.3.5.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
50	47	28	27	3

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

Institute promotes the faculty and students to initiate, participate and implement social awareness program to benefit the Institute-neighborhood community network.

Various value added courses such as Art of Living, Happiness Workshop, YES+, Regular Yoga classes are offered to ensure the holistic development of neighborhood community, staff and students.

Every academic year, various extension and outreach programs are planned and executed.

Institute has adopted a nearby Z. P. School at Harantale which is located near to our campus. Institute has donated many sports articles like Cticket set, Footballs, Carom Boards, Chess, Skipping ropes etc. The institute frequently organizes various activities for students like craft making, drawing competitions, sports activities, debate competition, tree plantation. Few sessions regarding health and hygiene, environment consciousness etc are conducted to enhance their knowledge and consciousness.

Awareness about the new mode of e-learning is introduced to staff and students of the school. Institute has donated computers and electronic tabs to the school and initiated e-learning concept. Children of the school learn basic operations in computers & tablets at the same time the teachers of the school learn advanced use of computers. Our students voluntarily and actively takes part in educating the children and their teachers towards e-learning. Such interactive sessions helps our students in building a rapport with the school students and staff.

Institute organizes various social activities like “cleanliness drives”, “One day for traffic police”, “Cloth distribution”, “Lohgad cleaning camp”, “River Cleaning Rally” etc under various clubs like, Help Foundation, Ajeenkya Yuva Club which was later renamed as Ajeenkya Chatrachhaya.

Such activities help the students for creating an awareness towards social responsibilities.

Institute has ‘APJ Abdul Kalam NSS unit’ which runs various activities like “Blood donation camp”, “Tree plantation” etc. Institute also actively takes part in activities under “Swachhata Pakhwada” like class room cleaning, Literacy awareness program, “Cyclathon - Ride for Green and Clean Pune” etc.

Students actively participate in the street plays like “Domestic violence act and its impact on society”, “Cybercrime” etc.

Institute has also signed MoUs with “Bahujan Hitay Vidhyarthi Vasathigruha” of nearby area, under which various activities are conducted for the students.

Students engage with community for identifying their problems and find technology enabled solutions. Socially, relevant projects are taken up by the students as their Final year projects, that helps to build an awareness towards community. This helps students to learn how to mentor others, leadership skills and team work. It also provides multiple opportunities to students for their growth and learning beyond the classroom.

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 2

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 20

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
16	3	0	1	0

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 10.3

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
480	123	20	98	0

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt. or NGO etc.	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 2

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	0	0	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document
Copies of collaboration	View Document

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 13

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2016-17	2015-16	2014-15	2013-14	2012-13
8	5	0	0	0

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

The institute was established in 2011. The institute management has progressively identified, planned and constructed the requirements of physical infrastructure as per the guidelines of AICTE. For each department, class rooms, laboratories, tutorial rooms, seminar halls etc are available as per the norms laid by AICTE.

The classrooms are equipped with the facilities like, green boards, overhead LCD projector and 24x7 Wi-Fi facility with LAN connectivity with proper ventilation, sufficient furniture for effective teaching learning practices.

Each department has tutorial rooms which are utilized for the tutorial writing and project discussions. All laboratories are well equipped with latest equipment calibrated as per the requirement.

There is separate workshop fully equipped with all the required equipment. There are various sections in the workshop such as fitting shop, machine shop, welding shop and carpentry shop.

In the laboratory details like, list of experiments, lab time table, cost of equipment, lab in-charge etc are displayed on the notice board. The Charts and models are also displayed in laboratory for easy understanding of practical assignments.

Departmental notice boards are available in each department to display Class time tables, exam notices and circulars etc.

Seminar halls are available in the institute, to conduct all the technical and co-curricular activities. There is an auditorium and Atrium available in the campus for conduction of different events like Workshops, Conferences, Cultural events etc. The college campus has sufficient space for all academic, administrative, co-curricular and extra-curricular activities.

The institute provides vehicle parking place, Canteen facility, Medical facility for students and staff. Also, institute has public and private transport facility, Hostel facility for boys and girls, ATM facility etc. Purified drinking water facility is made available on all floors of the institute building.

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

Response:

The institute management feels that sports & other cultural activities are as important as studies for all round development of the student. Institute organizes outdoor and indoor games & other cultural activities

in such a manner that, each student has an opportunity to bring out his hidden talent and develop himself in that area.

The institute has lush green campus. The institute has provided extensive sports facilities for students and staff. The institute has requisite sports material for the indoor and outdoor sport facility.

Technical Campus has huge playground which is shared with other institutions in the campus. The institute has outdoor sports facilities for Cricket, Hand-ball, Volleyball, Basket-ball, Kho-Kho, Lawn Tennis, Football etc. and the indoor game facility like Badminton court, Gymnasium, Table-tennis court, Carom, Chess etc. University level sports competitions are also organized on the campus.

The auditorium and Atrium for technical, cultural and social activities is available in the campus. The Health and Wellness center and a meditation center is also available in the campus for the use of students and staff.

Institute has a well-equipped Gymnasium. It has equipment like cross trainer, treadmill, cycle, dumbbells, weightlifting equipments etc.

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

Response: 70.83

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 17

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 53.65

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
160	130	250	170	170

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

Integrated Library management system is a part of ERP since 2016. It is a web based library management system built on a standard database structure. ILMS is a comprehensive solution for the library. It provides indexing at the bibliographic unit level such as adding, managing and circulating books.

ILMS software which is designed and developed for preparing acquisition of library materials like Books, Journals, Articles, Newspapers, etc.

ERP provides online user integrated information about students and staff to the library administrators, thus enabling connectivity between the user and library.

The ERP has modules like Circulation, Reports, Serial Control, OPAC etc.,

In circulation, there are various categories like issue, return, renewal, fine. All the users get the transaction details through mail and SMS. The notices regarding reminders, reservation, and recall can also be sent through ERP to each individual.

The software also has the facility of, user registration, issuing barcode, privileges of the user, fine management, and individual reports.

Year-wise purchase facility is also available in the ERP and all kinds of book history reports can be generated as per requirement.

OPAC (Online Public Access Cataloguing) is used for instant search of required book with the various search parameters including general, advance, barcode etc.

File Description	Document
Link for Additional Information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

Library is enriched with various Technical books, Reference books, different IS codes, Special Reports, Yearbooks, Books for competitive exam like GATE, GRE, TOEFL, CAT, IES, UPSC, RRB etc.,

We believe in the philosophy that we should produce not only good engineers but also good citizens. Hence library has good collection of works of Swami Vivekananda, Ramkrushna Math publications, Historic books etc. Books of Shakespeare plays are also available in library which are used for literary development among the students.

The Library takes enrichment programs like Brain activity, Book review, User Awareness Programs, Book Exhibition which are intended to expand the educational experiences. There are various facilities available in the library which includes Wi-Fi, NPTEL, e-books, Content Management System of learning through MOODLE, Drupal etc. Book bank facility is available for socially weaker sections. Some more services are also given by the library which includes Abstracting and indexing, Newspaper clipping, Selective Dissemination of Information (SDI), Current Awareness Service (CAS), Career Guidance etc. Back volumes are also available in the library. In house generated membership cards are distributed to the users for user-identity.

Library also uses D-Space software which enables institute to distribute digital assets through search and retrieval system. Other than this library has its individual website which disseminates information to the users about syllabus, question papers, various forms like membership, requisition etc, QR code is generated for accessing the library site. Library Android App is also available which includes all the library information for the library services.

File Description	Document
Link for Additional Information	View Document

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

Response: B. Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 7.64

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
1.86	10.79	3.78	12.87	8.90

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Details of remote access to e-resources of the library	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 4.17

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 78

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

All the computers of the institute are connected with LAN with 1 GBPS switches and 150 MBPS leased line. The institute was having leased line of 80 MBPS in 2012. Later it is upgraded to 150 MBPS.

The institute is having Wi-Fi facility. The computer laboratories are equipped with all the required IT facilities. All computer labs are under CCTV surveillance. In the campus there is a separate IT department which takes care of all the IT updates and the required hardware and software support, upgradation of

cyberoam firewall, installation of Wi-Fi devices, switches etc. The internet access is available in class rooms and seminar halls. IT team is continuously upgrading the facilities through market research so that the best of the facilities should be provided to the students and staff to make the learning more effective and relevant.

File Description	Document
Any additional information	View Document

4.3.2 Student - Computer ratio

Response: 5.35

File Description	Document
Student - Computer ratio	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

Response: >=50 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 69.7

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

2016-17	2015-16	2014-15	2013-14	2012-13
311.6	408.13	336.19	249.33	43.55

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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

Response:

Concerned Departmental head sends requirements to the higher authority (Principal/Director). Based on the request, material requisition is sent to central store. After receiving the material from stores, repair/maintenance work is carried out.

1. Maintenance of furniture items and metal fixtures is carried out by Workshop Supervisor and their supporting assistants.
2. Maintenance of EPABX, Air Conditioning System, Water Coolers, glass fittings etc. is looked after by Store Keeper of Central stores.
3. External agency is appointed for maintenance, either in the form of AMC or on case to case basis. Maintenance of plumbing related work is managed by Estate Manager. Estate Manager also looks after general cleanliness through separate House Keeping team.
4. Electrical Maintenance is looked after by Electrical Maintenance coordinator and his team.
5. Repair and Maintenance of equipment and instruments is initiated by Laboratory In charge as and when required. As a precautionary measure, laboratory in charge, along with laboratory assistant, ensures proper working of all equipment at the beginning of each semester.
6. Annual Maintenance Contract is signed for Generator, UPS etc.
7. General civil maintenance and upkeep of civil infrastructure is carried out by the Administrative officer. Physical facilities, including Laboratories, Classrooms and Computers and so forth are made available for the students those who are admitted in the college. The laboratory expenses of the students are included in the yearly fees at the time of the admission. Every year, the management, allocates budget for the maintenance of the laboratories and classrooms which are integral part of the teaching and the learning process. The classroom boards and furniture facilities are utilized regularly by the students. The maintenance and the cleaning of the classrooms and the laboratories are taken care by third party contract experts (BVG) and non-teaching staff. The college garden is maintained by the gardener appointed by the

institute. The college has adequate number of the computers with internet connections and the utility software's distributed in different locales like office, laboratories, library, departments etc. All the stakeholders have equal opportunity to use those facilities as per the rules and the policies of the institution. The central computer laboratory connected in LAN is open for the students, the office computers which are also connected through the LAN is consisting of the all the required software making work easier and are restricted to use only by the appointed office staff. The library computers are connected with LAN and internet and also they are loaded with the library software. The computer related facilities are maintained by "Team One Computers", who are outsourced via annual contract. The college website is developed and regularly maintained by in-house team of software professionals. The maintenance of UPS and the Generator is regularly done by third party contract and the expenditure is done from college budget.

Academic and Support Facilities:

The academic support facilities like library, sports and other platforms supporting overall development of the students like NSS or Competitive examination cell etc. is open for the entire stakeholder. A provision of the budget for the library maintenance is made by the institute management. The activities like cleaning and keeping institute building and premises is done frequently by BVG people who are outsourced on contract basis. The sport department of the college is meritorious and some credit defiantly goes to the adequate infrastructure consisting of the Indoor Hall for badminton, and outdoor games such as basketball court, long tennis court, football ground and running track which are used by students and staffs.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 28.42

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
535	557	333	225	122

File Description

Document

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

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

[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 0.07

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	2	2	0	0

File Description

Document

Number of students benefited by scholarships and freeships besides government schemes in last 5 years

[View Document](#)

Any additional information

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 52.28

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

2016-17	2015-16	2014-15	2013-14	2012-13
1390	1209	607	275	112

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 4.18

5.1.5.1 Number of students attending VET year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
142	134	34	10	0

File Description	Document
Details of the students benefitted by VET	View Document

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

Response: Yes

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

5.2 Student Progression

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

Response: 13.53

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

2016-17	2015-16	2014-15	2013-14	2012-13
147	109	0	0	0

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 3.08

5.2.2.1 Number of outgoing students progressing to higher education

Response: 12

File Description	Document
Details of student progression to higher education	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 32.92

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

2016-17	2015-16	2014-15	2013-14	2012-13
5	7	1	0	0

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
24	16	1	1	1

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1 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) during the last five years.

Response: 18

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

2016-17	2015-16	2014-15	2013-14	2012-13
7	5	2	4	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document
e-copies of award letters and certificates	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

As per the Maharashtra University Act, students' council has been constituted in the institute. The committee members of the council are selected by the committee headed by the Principal.

The Principal is the chairman of the council and a faculty member is the student's welfare officer. The council also includes Director of sports and physical education, student coordinators from all classes and few lady student members.

The council objectives are:

1. To raise the level of cultural and cognitive awareness among the students of the Institute.
2. To encourage the sense of belongingness among students and volunteers to work for the Institute.
3. To develop and strengthen the trust and respect among the students of the Council as well as all the academic and administrative staff of Institute.
4. To prevail open communication between students and teaching staff.
5. To train students in the duties and responsibilities of good citizenship.
6. To develop leadership qualities among the students.
7. To maintain campus discipline among the students.

Every department is having the students association like CESA, MESA, AESA, ETSA and KAIZEN.

These associations conduct various technical, non-technical, cultural activities for the students. The funds for the activities are raised by the students through membership fees and through sponsorships. Institute offers all-round development of students.

The primary objective of creating Student Council is to provide the students a platform to harness their creative activities in an integrated manner.

Membership of the professional bodies like Computer Society of India (CSI), Indian Society for Technical Education (ISTE), Institution of Engineers, India (IEI) is acquired by the institute and Professional Students Chapters are formed. Various technical activities, training programs, seminars, workshops, conferences etc are organized in association with professional bodies.

The institute has Department Advisory Board (DAB), Alumni Association, Anti Ragging Committee, Internal Complaints Committee, Grievance Redressal Committee etc, where students representative is a member of the committee by default along with other members.

Students participate in many prestigious competitions like TECHNOVA, AVISHKAR, GOKART, SUPRA, BAJA, ROBO RACE and many others, organized by leading colleges and University. The students also attend seminars and workshops of eminent personalities. The cultural fest "AJINKYA UTSAV or PANKH is organized every year at the institute. These events provide a platform for the students to showcase their talents and nurture them. A number of events are organized by the NSS unit like, Blood Donation Camps, Social Activity Camp, Health Awareness Camp, Yoga sessions etc.

The institute encourages all these co-curricular activities and actively support them.

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 29.4

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
35	12	58	36	6

File Description

Document

Number of sports and cultural activities / competitions organised per year

[View Document](#)

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

Institute has established “Alumni Association” at institute level. During Alumni meet, members are elected for different posts like President, Secretary, Joint Secretary & Treasurer. The alumni are invited every year for the alumni meet.

Alumni are the brand ambassador of the institute. Alumni Association plays an important role in awakening the students about opportunities available for career growth.

Alumni association provides a platform to all pass out student, to remain in contact with all their batch-mates, seniors & juniors, to share their experience with one another, to know about opportunities available, to help the needy through interaction and also help the institute for better growth.

Student-Alumni Interaction is extremely essential for sharing their experience, which helps the students for updating their knowledge. The students come to know about the recent trends being adopted by industry and they prepare themselves with new software & tools being used in the industry.

“Alumni Association” also helps the institute in understanding the area of improvement in curriculum from industry & society perspective.

Industry is growing at a fast pace with new technology getting introduced by each passing day, whereas revision of curriculum is comparatively slow. This creates a gap between requirement of industry & availability of skilled man-power from the institutes. In order to bridge this gap, Alumni meet generates a scope of Industry – Institute interaction and helps the institute in producing students who are industry ready.

The institute keep associated with the alumni of the institution through:

Alumni Meet:

Every year alumni meet is organized by the institute in order to bring all alumni together. It provides opportunity to all alumni for sharing their ideas and suggestions towards betterment of the institute.

Seminar/Conference/Workshop:

Department organizes seminars, conferences and workshops where senior alumni from industry or from academia is invited to guide the students about recent developments. Accordingly, students pay attention to update themselves to fulfill the present need of the industry.

Placement assistance:

Successful alumni who have become entrepreneur, are invited to the institute to guide students to become entrepreneur. They also provide assistance for placement opportunities to their juniors.

The institute has established Alumni association in the last academic year 2016-17. Earlier to this, department wise Alumni-Meet was informally conducted. Heads of department maintain regular contacts with the Alumni.

5.4.2 Alumni contribution during the last five years(INR in Lakhs)**Response:** <1 Lakh

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years**Response:** 1**5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document
Any additional information	View Document
Report of the event	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

Response:

Vision: To create outstanding professionals to serve the society through value based education.

Mission: Impart knowledge and skill based education in collaboration with industry, academia and research organizations. To promote moral and professional ethics. To nurture professionalism among young engineers to serve the need of society and industry

With an objective to fulfill the vision and mission of the institute. The institute plans the curriculum with additional inputs designed by the respective department as per the needs of the industry and society, which help students to become more competitive in the selection process.

The institute's mission is to produce competent and responsible engineers and not mere graduates. Students are encouraged for industrial projects, research projects which expose them to recent industrial trends and to inculcate the spirit of research.

Faculties continually updates themselves with skills to impart knowledge of the highest standard.

Institute has associations with various industries and research institutes through MoUs signed with them and informative sessions are organized for students and staff for knowledge upgradation.

In response to the stakeholder's needs, the institute has started post graduate programs and Research and Development cell. The institute believes that it has a responsibility towards society and that technology should be brought to the use of community.

Institute makes students aware about their roles and responsibilities to serve the society for upliftment of mankind through spiritual and value added sessions.

Institute plans activities for overall development of personality of the students through proper training & organizing courses.

NSS activities make students to understand issues related to society, environment, education, health etc. and helps them to become a responsible citizen.

The institute is continuously putting efforts to provide quality education and placement assistance and ensures that the outgoing students should have all the graduate attributes necessary to meet global needs.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The management, Principal and the faculty members work in coordination for implementing and enhancing the quality of education. The quality of leadership provides the path for achieving excellence in technical, academic, administrative education towards recognizing its vision.

The role of top management, Principal, Academic Dean, HODs and faculty members in designing and implementation of quality policy and plans is detailed below:

Top Management:

The top management of institute sets the objectives and policies periodically in Governing Body (GB) and Local Management Committee (LMC) meetings, for achievement of the Vision and Mission of the institute.

The committee reviews progress of academics, extra-curricular and co-curriculum activities in the institute and encourages teaching and nonteaching faculty through various policies for consistent up-gradation of their skill set and Key Result Areas (KRAs).

Principal:

Role of Head of Institute is as follows-

- Principal is the Member Secretary of the Governing Council of the institute and he is the head of both the academic and administrative bodies including IQAC.
- Constantly coordinates quality improvement strategy, as per the need of time.
- Reviews the planning and coordination of all academic and administrative activities.
- Interacts with Deans and Heads of the various Department and constantly monitors the teaching-learning processes, evaluation systems and student's performance.
- Implements university guidelines in the institution, takes care of the fulfillment of all the curricular requirements, including internal and external examinations, etc.
- Recommends the management on introduction of new courses, faculty recruitment and up-gradation of existing infrastructure facilities, etc.
- Prepares annual budget in consultation with Deans and Head of the departments.
- Makes recommendations for the future planning and development of the institution

Heads of the Department:

- To ensure timely completion of Syllabus, attendance and assessment record, Project works, Term work etc.
- Planning, monitoring and evaluation of policies set at the institute level.
- Overall administration for smooth functioning of the department.
- Effectively executing the curriculum and upgradation/extension of the resources.
- Recommending addition of new faculty/staff members.

- Motivating students for skill development and up gradation for becoming Industry ready.
- Proper distribution of workload amongst faculty members.
- Student counseling & interaction.

Role of Faculties:

- Attending academic and administrative work at the department and institute level.

- Promoting research activities and providing guidance to UG/PG students.
- To help in effective execution of the curriculum.
- Continuing educational activities.
- Innovation in teaching, laboratory work and instructional materials.
- To mentor and motivate students for co-curricular and extra-curricular activities.
- Prepare and implement course plans effectively.
- Assess and evaluate students' performance.
- Assists in Consultancy work.

Institute understands that along with better management practices and better leadership, faculty members are the important members of the organization. Thus, role of faculty plays a vital role in institutional achievements.

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The strategic plan of the institute is available on the website. The broad goals of Strategic Plan 2015-16 to 2020-21 are in confirmation of DYPSOET commitment to excellence in research and education.

As per the vision and mission of DYPSOET, the strategic plan focuses on Collaborations /Industry institute interaction, Quality of education, entrepreneurship, Research and Development Activities and value based education.

To enhance the skill based education and research, the institute has signed MoUs with various industries and research organizations.

Each department has collaboration with industry and research institutes for student's projects, guest lectures, training programs, industry visits, consultancy, laboratory development, and participation of

industry in teaching learning process.

The institute has a perspective plan for overall development. The institute is having various bodies like Governing Body, Local Management Committee, and well defined administrative structure.

Industry interaction is the integral part of the technical education and the institute conducts various activities to enhance industry interaction. Industrial tours and visits are organized to expose the students to industrial culture. Guest lectures, workshops, seminars & training programs are organized where experts from industries are invited to interact with the students.

Principal, HODs, and Faculty Members, have developed a system for collecting feedback from various stakeholders of the institute to improve the academics and administration.

File Description	Document
Link for Additional Information	View Document
Strategic Plan and deployment documents on the website	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The organizational structure of the institute is available on the website. The Governing Body comprises of management member, faculty member, government and industry representative.

The Governing Body formulates policies and directs the affairs of the institute to the management.

At the institute level, the Local Managing Committee is constituted according to the Maharashtra Universities Act.

The Principal of the college heads both the academic as well as the administrative sections and is overall in charge of the institute.

Deans and HODs are appointed to assist the Principal in effective functioning of the institute.

Other supporting units include central library, workshop, Exam Section, Store etc. Administrative unit is available which helps in monitoring and facilitating several administrative functions.

The decision making procedures are made at appropriate levels in the organizational hierarchy.

Statutory bodies such as IQAC Cell, Anti-ragging, Grievance Redressal , Internal Complaint Committee (ICC) etc., are formed. The details of all the committees are available on institute website.

In order to ensure that grievances are promptly attended and are resolved effectively, the institute has a grievance redressal committee. Majority of the grievances are addressed through informal interactions, through parents-teacher meetings, Mentor meetings, Interactions of Principal with staff and students etc.

Grievance Redressal Committee takes care of major grievances and the ICC addresses women related complaints if any. Suggestion boxes are also available for students to give their suggestions/complaints.

The institution follows the service rules according to the AICTE norms. The teaching and non-teaching faculty have the benefits of PF, Casual Leaves, Earned Leaves, Medical Leaves and Maternity leaves etc., Recruitment is taken place according to the norms of the University.

File Description	Document
Any additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

To promote harmonious relations throughout the entire Institute, institute has established the Students Council. Principal, H.O.D.s and the members of Student council are of an opinion that for all-round personality development of the students, some technical events and technical competitions should be organized.

The idea was to provide a platform to the students of the institute to show their Technical competence and explore their technical skills. This thirst for technical exploration gave birth to a technical activity under

the banner of “TECHNOVA”.

Management encourages such activity by giving moral and financial support.

The institute organizes TECHNOVA every year. The events / competition includes Poster Competition, Paper presentation, project exhibition, Robo-Race, Robo-War, gaming competition like counter-strike, programming contest, circuit designing, model making etc.

The student council along with students association members plan the entire activity under the guidance of event coordinator.

The students member of association from the institute carry out the event campaigning in different institutes and encourage students to participate in good strength.

The students from other institutes participate in the events to explore their talent along with students of our institute. The winners are felicitated and all the participants are given certificate of participation.

Such events are very essential for building self-confidence amongst students. “TECHNOVA” promotes innovative ideas and allow students to share their knowledge with other students. The technical festival gives information on the different fields of study.

6.3 Faculty Empowerment Strategies

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

Response:

The institute has taken several steps towards the effective welfare for teaching and non-teaching staff such as:

1. Implementation of Vith Pay Comission.
2. Ajeenkya Employees Credit Co-op society Ltd is run by the Institute to look after the financial needs of Teaching & Non-Teaching staffs.
3. Free of cost medical facility is available in the campus for employees in case of unforeseen emergencies. Free dental check-up & treatment is also available in the campus.
4. Female faculties avail maternity leaves upto six months.
5. EPF / CL / EL / Duty / Medical leaves are provided to employees as per norms.
6. Study leaves are provided for faculty members for higher education.
7. Financial Assistance is provided to the faculties towards research based activities like conferences / seminars / workshops / STTP / FDP etc.
8. Fee concession is provided to children of faculty & staffs studying in the International School situated in the campus.
9. Free Transport facility is availed by the employees of the institute.
10. Free access to Sports facilities & equipment are available for the employees.
11. Free meditation and Yoga sessions are conducted regularly.
12. Two sets of uniform is provided free of cost to all non-teaching staffs in the institute.

The institute is making sincere efforts for providing all possible facilities for teaching & non-teaching staffs so that, all employees are satisfied and works towards the development of their career and that of the institute at large.

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

Response: 19

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

2016-17	2015-16	2014-15	2013-14	2012-13
18	9	15	20	6

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	View Document

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

Response: 3

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	7	4	1	1

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation

Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years**Response:** 48.07

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
20	50	50	40	15

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff**Response:**

“**Performance Appraisal**” is a very important aspect of management for ensuring a vibrant and healthy atmosphere in any institute. The performance appraisal system consists of self-appraisal and appraisal by reviewing committee.

Performance appraisal system of the faculty are:

Self-assessment of the faculty members is done annually for the performance based appraisal.

The appraisal form is designed in such a way that the performance of faculty in all spheres like academic, research, feedback etc are analyzed and rated.

Performance appraisal forms are designed for each cadre of teaching staff (Professor, Associate Professor and Assistant Professor) addressing contributions appropriate for the cadre.

Every faculty member submits a performance appraisal, designed to capture the performance in all spheres, academic or otherwise. The college addresses all the issues related to appraisal system of the staff and regularly evaluates it.

The performance appraisal is divided into three categories:

Category I: Self-Appraisal Report

- Performance regarding academic processes (lectures engaged, performance of results, student’s feedback).
- Providing information regarding faculty participation in training programs and extracurricular

activities, contribution at the department/institute level.

- STTP / seminars /workshops attended during the year.
- Co-curricular, professional development related activities, research, publication and academic contributions.
- Books authored, Journal / Paper reviewer etc.

Category II: Reviewer's report assessed by head of the department based on the following performance indicators.

(i) Department Level:

- Teaching, Learning and Evaluation related activities.
- Seminars/training programs attended/conducted.
- Participation in extracurricular and co-curricular activities.
- Administrative and general functions.
- Contribution to R&D activities.

(ii) Institute/University level:

- Contribution at institute and University level (Examiner, Paper Setter, Moderator, Member of a squad, subject expert etc).

Category III: Assessment by head of the Institution:

- Remarks and assessment by Principal.
- Performance is assessed by the head of the respective department and reviewed every year.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

At institute level, accounting committee is formulated to take care of all financial transactions. The Accounting Committee looks after the financial audit and it is presented to the certified Chartered Accountant. Accounts are audited regularly by certified Chartered Accountant appointed by management. The Chief Financial Officer constitute a committee to carry out internal audit.

The internal auditor checks receipts with fee receipts, payments, vouchers and necessary supporting documents. He also ensures that all payments are duly authorized. The external audit is carried out by C.A., in accordance with the standard on auditing issued by the institute of Chartered Accountants of India every year. The external auditor conducts statutory audit at the end of financial year.

Thus funds received from government towards fees of reserve category is required to be distributed among all the students by depositing it to their account. This account is also audited by government regularly. The last external audit was done in 2016-2017 and no major objections were raised during the audit.

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)**Response:** 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description**Document**

Details of Funds / Grants received from non-government bodies during the last five years

[View Document](#)**6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources****Response:**

Majority of funds in the college are obtained from tuition fees collected from the students. Apart from fees collection, other sources of funds are:

- To organize co-curricular and extra-curricular activities through university schemes.
- To support needy students through university schemes like “Earn and Learn”,
- Scholarships and free ships from government schemes.
- Consultancy services at the institute.

At department level, equipment that are required to be serviced and repaired are identified with the help of stock verification. Inter-department stock verification is performed by faculty members at the end of every academic year and the verification report is submitted to the higher authority for necessary action.

Requisition given by all the departments are evaluated and consolidated by the Management. Quotations are requested from various suppliers. Quotations of different suppliers are evaluated, comparative statement is prepared, suppliers are called for negotiation. After comparing all aspects from various suppliers, orders are placed by the Principal/Management. This ensures that right equipment is purchased at most competitive price.

Every year, the department submits the annual budget to the Principal. The Principal accumulates the budget proposal of all the departments and present the consolidated budget to management for the approval.

The institute utilizes its resources optimally. The institute is sharing its resources like venue, computer labs

and other laboratories for its optimal utilization and generates revenue from such activities.

Faculties are encouraged to submit the research proposals to the various funding agencies. The funds are utilized to carry out the research work.

6.5 Internal Quality Assurance System

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

Response:

Institute has established an Internal Quality Assurance Cell (IQAC). The institutional policy with regard to quality assurance is:

1. Development and application of quality benchmarks/parameters for the various academic and administrative activities of the institute.

- Designing of Faculty diary and revision of the same.
- Designing of Mentor record and revision of the same.
- Designing Rules and Regulations for

Academic related activities.

Administrative related activities: Actual functioning of the all administrative related activities

2. Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;

3. Arrangement for feedback responses from students, parents and other stakeholders on quality-related institutional processes.

- Designing of feedback forms for various sections.
- Online feedback.
- Measures to be taken on feedback analysis.

4. Dissemination of information on the various quality parameters of higher education;

- How to quality in academics can be improved
- How the quality of teachers can be improve
- How the results of the students can be improved
- How the quality of research can be improved.
- Designing quality policies for each parameter and documentation of the same.
- Organizing inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles like conducting Institute level programs related to Quality

Improvement.

5. Documentation of the various programs/activities of DYPSOET, leading to quality improvement.
6. Establishing nodal agency of DYPSOET, for coordinating quality-related activities including adoption and dissemination of good practices.
7. Development and maintenance of Institutional database through MIS for the purpose of maintaining /enhancing the institutional quality.
8. Development of Quality Culture in DYPSOET
9. Preparation of the Annual Quality Assurance Report (AQAR) of the Institute based on the quality parameters/assessment criteria developed by the relevant quality assurance body (like NAAC, NBA) in the prescribed format.

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

Principal ensures an academic integrity by keeping an eye on the regular progress of class room teaching, and by listening to the grievances of the students and faculty. Various committees are formed to solve such problems.

Head of the departments also take feedback of the faculty members of respective department, at regular intervals, which is, in turn, communicated to the Principal. After thorough analysis of the feedback forms, principal suggests appropriate training to be imparted to the faculty members as a remedial action.

The IQAC carries out regular audits of the teaching learning process. After the first month of teaching, feedback is taken from the students. This feedback gives an idea about the quality of the teaching – learning process of each subject. Besides this, class tests and preliminary exams are also conducted before taking the feedback. Based on the feedback received from the students and the marks obtained by them in the class tests and preliminary exams, changes are made in the teaching-learning process, if required. Based on regular audits made by the IQAC and the report submitted, the HOD takes remedial measures to ensure improvement in the performance.

Updating of Course-file is checked thoroughly by the Dean Academics on the basis of various parameters which includes Teaching and Lesson plan, Topics beyond syllabus, Attendance, Lecture notes, University Question papers, Result Analysis etc.

File Description	Document
Any additional information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year**Response:** 0**6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
- 2.Academic Administrative Audit (AAA) and initiation of follow up action**
- 3.Participation in NIRF**
- 4.ISO Certification**
- 5.NBA or any other quality audit**

Response: B. Any 3 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)**Response:**

In the world of throat cut competition, the survival of the institution is solely dependent on the quality delivered. The institute recruited experienced and competent faculty members towards enrichment of quality teaching. The faculty are encouraged to upgrade their educational qualification and technical competence.

A step towards enhancing the research activities in the institute, a Research and Development is established. The faculties are motivated towards publication of research papers in reputed journals and

conferences.

Financial assistance is provided to the faculty for participation in conferences, workshops, STTP, FDPs etc. at national and international level.

Students are encouraged to participate in vehicle design competitions like GOKART, BAJA etc. by providing financial support.

Practice of students mentoring and counselling is established in order to motivate them towards academics, improve their attendance and for grooming their overall personality.

The institute has a Counselor who counsels students and provides emotional and psychological support to them. The counselor encourages students to discuss their issues and help them to resolve by proper counselling.

The teachers plays an important role as mentor. Through mentoring process it is observed that there is remarkable improvement in attendance and performance of the student. This is in practice since last four years.

The academic monitoring system is modified as continuous evaluation system by introducing daily monitoring of lectures, weekly mentor reports, Academic Progress Report at the end of every fifteen days, and Monthly attendance display. List of defaulter students is displayed and parents of the defaulter students are communicated to take the measures towards improvement in the attendance and academics.

The Institute has established Training and Placement cell through which different activities are organized for personality development, soft skill training, and assistance for placement.

The institute has signed MoUs with various industries and research organizations to promote industry institute interaction for effective transfer of knowledge.

The institute has established Entrepreneurship Development Cell under which different activities are conducted to enhance entrepreneurship skills.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 17

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
7	7	2	1	0

File Description

Document

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

- 1. Safety and Security**
- 2. Counselling**
- 3. Common Room**

Response:

1. Safety and Security

For the protection and avoidance of any unfortunate situation in the campus, the Technical Campus has a very prompt and vigilant security system with multiple checks at entry points for people and vehicles.

Identity card is mandatory for every person entering and exiting the main Gate, at all times outsiders are checked by security staff before allotting visitor IDs.

2. Counseling

Female faculty and girl students are regularly counseled on safety and security. The campus has full time psychosocial counselor for tackling the physiological issues of the students.

The institute has conducted several events towards counseling and motivating sessions which is sometimes essential for some students.

1. The institute has conducted an orientation program under Women Cell where all the students and faculty members were addressed regarding Internal Complaints Committee (ICC) and “Woman sexual harassment at workplace”.
2. International Women Day was celebrated where prominent speakers counseled the girls and motivated them towards having positive attitude in life. The top scorer girls of each department were felicitated and encouraged, for performing well in academics.
3. “Youth Convention” event was organized with an intension of counselling the youth and to inculcate positive attributes in them.

Similar events are being organized for the motivation and counselling of the students in order to groom their overall personality and prepare them to face all sorts of situations & challenges in the competitive world.

The institute supports the career progression and development of female professional and academic staff. It provides women with opportunities to grow their leadership capabilities, build professional skills and participate in important administrative roles in the college.

3. Common Room

The institute has common room for the students, where they relax during their leisure time.

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 24

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 8.85

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 2

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 22.6

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

We follow all the standard guidelines for waste management and try our level best to dispose it in an eco-friendly way for understanding the importance of e-Waste and it's awareness. The institute has arranged seminar on "**Green Computing & e-Waste management**" addressed in association with Janwani.

As a general practice, we have provision for "waste collection" in the form of two separate Dustbins for "Dry Waste" & "Wet Waste". PCMC trucks collect waste at regular intervals.

Heavy paper waste is generated from the library in the form of newspapers and other stationary waste. This paper waste is sold to licensed purchasers and recycled.

Canteen waste and dry leaves that constitutes "wet and biodegradable" waste generated in the campus, is centrally dumped instead of burning.

We have 7 compost pits of 25' X 15' X 8' each. These pits generate fertilizer for the trees and plants in the campus. Our Students have actively participated in India's biggest cleanliness mega-drive, 'Swachh Bharat Abhiyan', to spread the message of keeping the environment clean.

e-Waste Management:

Non-working electronic gadgets, outdated computer accessories like keyboards, monitors, RAM slots constitutes e-Waste. Most electronics equipment's that are improperly thrown away contain some form of harmful materials such as beryllium, cadmium, mercury and lead. These materials are trace elements, but when added up in volume, the threat to the environment is significant. Besides adding harmful elements to the environment, improper disposal of e-waste is a recycling opportunity loss. Almost all electronic waste contains some form of recyclable material, including plastic, glass and metals. To protect the scope of recycling of such waste generated from outdated / non-functional electronic and computer accessories is given to licensed vendors for recycling.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The scarcity of potable water is a crisis faced by many countries across the world due to population growth and rise in global temperature. An easy and economical alternative option to tackle this crisis is “Rain Water Harvesting”.

Instead of allowing the rain-water to run-off, we accumulate and store it for re-use and such a practice is termed as “Rain Water Harvesting”. Rain water can be collected from roofs and is redirected to deep pits. These collected water can be re-used for gardens, irrigation and even for domestic use with proper treatment.

Groundwater recharge is the primary method through which water enters an aquifer from which ground water can be extracted using water well as and when required.

- With increase in population, the demand for water is also continuously increasing. The end result is that many residential colonies and industries are extracting ground water to fulfill their daily demands
- Ground water sources are increasingly getting depleted. Bore wells are either silting up, getting short of water.
- Continuously Changes in rainfall patterns increase uncertainty.

Towards the crying need for alternative sources of water, our campus has put the onset of monsoon to good use by taking measures to harvest rainwater. The monsoon runoff of roof top water is collected in the pond and used for washing, gardening and such other purposes, thus reducing the burden on the city's water supply.

The rain water will be collected from roof top in the gutter via a pipe-line. One end of this gutter is connected to the discharge pipe whereas; the other end is connected to the main pipeline which goes into the campus pond. This water will be used for washing & gardening purpose and which also help to rise the water table level below the ground which interim help to keep the bore wells charged.

For Pune region average rainfall in mm per year is 1294 mm. The roof area of the institute building is 3419.85 sq.mt. From this area, we can collect 3540384 liters of water in a season. This process of harvesting reduces water scarcity in the campus to some extent.

On Campus we have number of buildings with still larger roof top area, if the rain water harvesting is done for all the buildings. we can collect more amount of water. The bore wells on the site are functioning to their full capacity during rainy & winter season in normal course. In summer the efficiency of the bore wells get reduced & we have to take help of other sources. The R.W.H. enhances the water table, helping the bore wells to function to their full capacity even during summer days.

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**

c) Pedestrian friendly roads

- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

The institute has very good connectivity to all corners of the city. The Pune Municipal transport facility is available from various areas of the city to the campus gate. The frequency of PMT buses is at regular intervals which makes transportation easy and at the same time limits the use of private vehicles. Students from nearby localities either opt for bi-cycle or come to the college by walk. For students & faculties coming from far-away locations, the institute provides bus facility that connects prime locations of Pune region. Such practices not only restrict use of private vehicles but at the same time save fuel, risk of accidents and reduce environmental pollution.

Keeping in view, the safety of vehicle movement and in order to avoid accidents inside the campus, there is “One-Way” route for all vehicles. For safety, inside the campus, reflector mirrors are provided in all blind turns, and Security guards are always available and alert in accident prone areas. The campus has pedestrian’s footpaths surrounding all service lanes.

Under the mission of having a plastic free campus, several steps have been taken:

1. The campus cafeteria & tuck-shop are replacing plastic cups by paper cups.
2. One sided papers are used for documentation.
3. Students are submitting TW in the form of CD instead of files as per the direction from SPPU.
4. Back to back project report printing is allowed to save paper.
5. Implementation of ERP system has phased out the use of paper used in student data, leave applications, lecture planning etc.
6. Waste papers are sold to vendors for recycling, paper waste management drives are conducted to aware the staff and students.

The institute has lush green campus with good number of plants and trees.

Number of open areas are provided with lawns which are developed and maintained by BVG. The Tree Plantation programs are arranged in the campus and outside the campus to promote greenery. E-waste awareness programs are conducted for students and faculty in campus.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.28

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0	4	0	1.5	0

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 19

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
8	5	1	3	2

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)**Response:** 0

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description**Document**

Details of initiatives taken to engage with local community during the last five years

[View Document](#)**7.1.12****Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff****Response:** Yes**File Description****Document**

URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics

[View Document](#)**7.1.13 Display of core values in the institution and on its website****Response:** Yes**File Description****Document**

Provide URL of website that displays core values

[View Document](#)**7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations****Response:** Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document

7.1.15 The institution offers a course on Human Values and professional ethics	
Response: Yes	
File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions	
Response: Yes	
File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years	
Response: 7	
File Description	Document
List of activities conducted for promotion of universal values	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities	
Response:	
<p>The institute actively organizes national festivals. Institute organizes national days like 26th of January, 15th of August & 2nd of October. On 26th of January and 15th of August, the flag hoisting ceremony along with cultural events are organized in the campus. Mahatma Gandhi Jayanti is celebrated on 2nd of October by the institute. The institute also organizes the various events on the birth/death anniversaries of great Shri Shivaji Maharaj, Sambhaji Raje, etc.</p>	

Institute also celebrates Maharashtra Foundation Day, Teacher's Day, Engineer's Day, Women's Day, Yoga Day, Marathi Bhasha Diwas, National Education day etc.

The International Yoga Day is celebrated in the campus every year. On the occasion of Yoga day, Art of Living teachers conducted various session including Yoga, Meditation for staff and students of the institute and also counsel the followers a perception that "Quality of Life is dependent upon our State of Mind".

The faculties & students of the institute celebrated 328th death anniversary of Sambhaji Maharaj. On occasion of Engineer's day, which is celebrated on 15th of September, as a tribute to the greatest Indian Engineer Bharatratna Mokshagundum Vishveshwarya, institute organizes various technical events like conferences, quiz competitions etc in the campus. On 5th of September, "Teacher's day" is celebrated by the students of the institute. Students organize various events for teachers as a token of respect and tribute.

Institute celebrates Marathi Bhasha Diwas which is celebrated on 27th of February, across the Indian states of Maharashtra and Goa. It is celebrated on Birthday of eminent Marathi Poet V. V. Shirwadkar.

Constitution Day is celebrated on 26th Of November. This day is celebrated to share the importance of Constitution and to elaborate the vital contents & also with an intension to acknowledge the contribution of the founder Dr. Babasaheb Bhimrao Ambedkar.

On 31st of October, National Unity Day is celebrated which was inaugurated by hon'ble prime minister Shri. Narendra Modi on 31.10.2014. The intent is to pay tribute to Late. Shri. Vallab Bhai Patel, who played an important role in uniting the diverse states of India. 31st of October, being the birthday of the "Iron Man of India", is also observed as the "National Unity Day".

On the occasion of former president Dr A. P J. Abdul Kalam birth anniversary, the institute's NSS unit has celebrated the "Vachan Prerana Din" on 14th Oct.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

The institute works as per guidelines of Management and Principal, wherein variance report of sanctioned budget and actual expenditure are regularly maintained. The college has a well formulated financial policy which ensures effective and optimal utilization of finances for academic, administrative and development purposes.

The financial matters of the institute is observed by internal & external audits every year. Audited statements regarding financial activities are circulated to all the concerned members of the Governing body. Through internal Academic & Administrative Audit, the transparency is maintained. As the Institute is under RTI, all the information is made readily available to the public. Recruitment of faculty & all necessary procedures are practiced as per the guidelines given by the university. All circulars regarding students, teaching & non-teaching staff are circulated. Governing Body is the highest decision making authority which involves members from the management, teaching staff & nonteaching staff. Planning & execution of different auxiliary functions are discussed & decided in this committee which is

communicated to all stake holders.

Financial Transparency:

Every year, budget is prepared well in advance after taking into consideration the requirements of every department. Budgetary provisions are made in the annual budget to take care of all department capital requirements, salary expenses, student and faculty related expenses, event expenses, administrative expenses including lab consumables, repairs, maintenance & other infrastructure related expenses.

The Principal and the heads discuss the requirements and decide the priorities while allotting financial resources for various purposes and also ensures optimum use of available financial resources. The Governing Body studies the annual expenditure, scrutinizes the budget and provides feedback for efficient use of financial resources. Department heads ensure that suitable equipment with the right specifications are procured at competitive, optimal prices.

Budget utilization is periodically reviewed by the management and corrective measures are taken, if required.

Academic Transparency:

- Term work is assessed throughout the semester on the basis of attendance, journal marks, test marks, assignments etc.
- Journal marks are based on attendance in practical, experiment completion, oral, timely submission, checking of experiments etc.
- Progressive evaluation of final year projects is done by the interdepartmental panel and the suggestions are given for scope of improvements. Monitoring of the projects is done through project progress diary.
- Independent learning of the students are evaluated through participation in technical events, project competitions etc.

Administrative Transparency:

The institute has proper code of conduct and SOP for functioning of the departments.

- The Governing Body meetings are held wherein review of academic and administrative performance is taken.
- The suggestions given by Governing Body are communicated by the Principal to the Deans and Heads of concerned departments.
- Heads communicate the information to faculty and staff of respective departments through departmental meetings.

Auxiliary Functions Transparency:

Auxiliary functions of the institute contains Examination section, Library, Workshop, Store, Training and Placement etc. All the departments have their SOPs and work accordingly.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Title:

Teaching Learning Process

Objectives:

To develop empathy among students and groom the teaching - learning process.

Institute believes in accessing learning needs of every student at entry level to establish specific learning objectives. Strategies and action plans are developed to achieve this objective.

Each student gets an opportunity to learn at his pace to improve pass percentage.

The Context:

Students hailing from rural backgrounds are provoked by the change in culture and face adjustment issues, addiction risks and language problems.

The Practice:

Teachers first introduce and discuss the topic and encourage students to share their view on a particular topic. Advanced & Slow learners among students are identified during the first fortnight of theory classes. Remedial classes are conducted for slow learners simultaneously covering the syllabus effectively for the entire class. After completion of their practical, extra coaching is provided and topics taught in the class are revised.

Difficult problems are initially set only for advanced learners who are encouraged to visit the library to read up journals and papers. These students are encouraged to participate in extra-curricular activities like Technical Quiz, Debate, Robotics, Paper Presentation competitions. Home assignments and class tests help to evaluate overall performance and understanding levels. Attendance is monitored regularly.

A feedback is taken by students regarding teaching learning process. Feedback is reviewed regularly and every teacher is motivated to do their best.

Title : Mentoring System

Objectives:

To improve academic performance of the student

To establish trusting relationship with accountability and responsibility

Counseling aims to identify personal issues like low self-esteem, interpersonal relationship problems,

cultural differences, alcohol, drug habits, depression or suicidal tendencies.

The Context:

The mentor assigned to every batch of around 20 students strives to understand student's academic and personal problems and also identifies those in need of extra academic coaching or personal counselling.

The Practice:

Regular counselling right from entry level helps our students to cope with the culture changes and also warn them of the pitfalls while dealing with urban peer pressures. The mentor encourages students to explore extracurricular opportunities on the campus to ensure all round holistic development.

Sessions are conducted during practical slots allocated in timetable. Attendance is strictly monitored, reasons for low attendance discussed by concerned mentors and informed to parents for necessary action. College conducts regular life skills and career counselling sessions, workshops for students on personality development, time management, soft skills and communication skills, engineering career options, placement opportunities, career development and professional practices.

Every student is encouraged to participate in extra-curricular activities and sports.

Evidence of Success:

Students coming from semi-rural and rural backgrounds are groomed successfully to face on campus interviews of leading companies and industries. Our mentors have changed depression into determination to face academic and personal challenges. Students have been coaxed to work hard, overcome difficulties and achieve remarkable success.

Problems Encountered and Resources Required:

The limited window for one on one personal interaction with students outside the classroom limits the effectiveness of all counselling and mentoring activities.

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

The activities of the institute is not limited to regular academics and administrative work. Distinctive to institute's vision, priority and thrust, students are involved & motivated towards thinking out-of-the-box and to come up with innovative ideas. Innovation is the key thrive in market in this age of cut-throat competition.

Another out-of-the-box thinking that we develop in the mind of students is Entrepreneurship. In this cost

competitive and fast pacing world where technologies and products become outdated every now and then, we need to devise unconventional policies and ways to expand, rather than attempting to feed the market with existing and familiar range of new products. We should envisage creating breakthrough that would develop a new market or a new demography.

We achieve the above stated goals by adopting a strategic plan i.e.

Students of automobile department manufacture and design vehicles at the institute workshop, which is to be used in the competitions like GOKART. The organizers of the competition give the design specifications for the vehicle which are to be incorporated in the vehicle to be designed. Our students under the guidance of the department faculty succeeded number of times in designing and manufacturing such vehicles and winning the prizes for the excellence they perform during the competition. The new team of students is now going for higher level car designing and manufacturing with the financial support of the management. The students and staff are confident enough to achieve the expected success in the forthcoming events of BAJA and SUPRA.

5. CONCLUSION

Additional Information :

DYPSOET is a part of Ajeenkya D. Y. Patil Knowledge City. Apart from our institute, there are other institutes running in the campus and the management has a vision of creating centre-of-excellence in the campus by providing state-of-the-art infrastructure.

The campus is having a clean & green ambiance along with extra-ordinary infrastructure like Sports building with dedicated sports director, Helipad for landing of helicopters. The landscaping of the campus is so beautiful and attractive that many film makers visit the campus for shooting their films.

Other institutes in the campus are:

- D Y Patil Dental School.
- DYP School of Engineering
- DYP School of Architecture
- DYP School of Management.
- DYPDC School of Design

The campus is a green and clean and very close to Pune Airport. The campus is well connected to major parts of the city.

Concluding Remarks :

The Institution has many strengths to its credit. We have identified the internal areas of planning and resource allocation.

- The institution has initiated innovative and modern methods of pedagogy.
- “Project based Learning” and “Institute-Industry Collaboration” is focused to make our students “Industry-Ready” and upgraded to recent trends.
- Blend of spiritualism is inculcated in the mind of students along with state-of-the-art methodology of technical education, by organizing events like “Yes+ Course by Art of Living”, Nirvanic Path of Life program, Happiness Program.
- The campus has a wellness center.
- “Yoga and Meditation” center is available in the campus.
- Social and altruistic activity like “Adoption of ZP School” at Harantale has been initiated and lots of programs have been already conducted to provide facilities and opportunities for the economically challenged students.
- Established departmental bodies like MESA, ETSA, CESA, KAIZEN, AESA.
- Established professional memberships with ISTE, IEL, CSI and ACMA.
- The campus has very active Dr. A P J Kalam NSS unit.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>74</td> <td>58</td> <td>35</td> <td>6</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	74	58	35	6	5	2016-17	2015-16	2014-15	2013-14	2012-13	0	0	0	0	0
2016-17	2015-16	2014-15	2013-14	2012-13																	
74	58	35	6	5																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
0	0	0	0	0																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>1.2.1.1. How many new courses are introduced within the last five years</p> <p>Answer before DVV Verification : 239</p> <p>Answer after DVV Verification: 175</p> <p>Remark : From Clarification response</p>																				
1.3.2	<p>Number of value added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>Answer before DVV Verification : 15</p> <p>Answer after DVV Verification: 8</p>																				
1.3.3	<p>Percentage of students undertaking field projects / internships</p> <p>1.3.3.1. Number of students undertaking field projects or internships</p> <p>Answer before DVV Verification : 93</p> <p>Answer after DVV Verification: 78</p> <p>Remark : HEI clarification response</p>																				
2.3.2	<p>Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.</p> <p>2.3.2.1. Number of teachers using ICT</p>																				

	<p>Answer before DVV Verification : 111 Answer after DVV Verification: 91</p> <p>Remark : HEI response</p>																				
2.3.3	<p>Ratio of students to mentor for academic and stress related issues</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 94 Answer after DVV Verification: 80</p> <p>Remark : HEI clarification response.</p>																				
2.4.4	<p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p> <p>2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 909 1046 1043"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>9</td> <td>7</td> <td>3</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1122 1046 1256"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	30	9	7	3	1	2016-17	2015-16	2014-15	2013-14	2012-13	1	0	0	0	0
2016-17	2015-16	2014-15	2013-14	2012-13																	
30	9	7	3	1																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
1	0	0	0	0																	
3.3.1	<p>The institution has a stated Code of Ethics to check malpractices and plagiarism in Research</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: Yes</p>																				
3.3.4	<p>Number of research papers per teacher in the Journals notified on UGC website during the last five years</p> <p>3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1693 1046 1827"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>9</td> <td>8</td> <td>3</td> <td>8</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1906 1046 2040"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>5</td> <td>4</td> <td>3</td> <td>4</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	11	9	8	3	8	2016-17	2015-16	2014-15	2013-14	2012-13	6	5	4	3	4
2016-17	2015-16	2014-15	2013-14	2012-13																	
11	9	8	3	8																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
6	5	4	3	4																	

3.3.5	<p>Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years</p> <p>3.3.5.1. Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>100</td> <td>100</td> <td>52</td> <td>29</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>50</td> <td>47</td> <td>28</td> <td>27</td> <td>3</td> </tr> </tbody> </table> <p>Remark : Journal Papers are shown in Clarification document , that will not counted in metric id 3.3.5. Only conference - proceedings and books published will be counted.</p>	2016-17	2015-16	2014-15	2013-14	2012-13	100	100	100	52	29	2016-17	2015-16	2014-15	2013-14	2012-13	50	47	28	27	3
2016-17	2015-16	2014-15	2013-14	2012-13																	
100	100	100	52	29																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
50	47	28	27	3																	
3.4.2	<p>Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years</p> <p>3.4.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1133 1046 1267"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3</td> <td>1</td> <td>2</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1346 1046 1480"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	2	3	1	2	0	2016-17	2015-16	2014-15	2013-14	2012-13	1	1	0	0	0
2016-17	2015-16	2014-15	2013-14	2012-13																	
2	3	1	2	0																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
1	1	0	0	0																	
3.5.1	<p>Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years</p> <p>3.5.1.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1760 1046 1895"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>2</td> <td>2</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1973 1046 2085"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	8	2	2	1	0	2016-17	2015-16	2014-15	2013-14	2012-13					
2016-17	2015-16	2014-15	2013-14	2012-13																	
8	2	2	1	0																	
2016-17	2015-16	2014-15	2013-14	2012-13																	

2	0	0	0	0
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3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

3.5.2.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
11	5	0	0	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
8	5	0	0	0

4.2.6 Percentage per day usage of library by teachers and students

4.2.6.1. Average number of teachers and students using library per day over last one year

Answer before DVV Verification : 78

Answer after DVV Verification: 78

5.2.2 Percentage of student progression to higher education (previous graduating batch)

5.2.2.1. Number of outgoing students progressing to higher education

Answer before DVV Verification : 28

Answer after DVV Verification: 12

5.3.1 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) during the last five years.

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

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
42	24	11	7	1

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
7	5	2	4	0

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
44	70	77	61	23

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
20	50	50	40	15

Remark : HEI response shows that few faculties are not from given college and 1 faculty will be counted once for attending professional development program.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
23	0	0	0	0

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

Remark : Only IQAC initiatives are considered.

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

Answer before DVV Verification:

2016-17	2015-16	2014-15	2013-14	2012-13
8	4	1	3	2

Answer After DVV Verification :

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

Remark : Same file is uploaded for metric 7.1.10. It is not clear how many initiatives will be counted for given metric.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 354 Answer after DVV Verification : 574</p>																				
2.1	<p>Number of teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>93</td> <td>92</td> <td>78</td> <td>61</td> <td>40</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>93</td> <td>93</td> <td>78</td> <td>63</td> <td>40</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	93	92	78	61	40	2016-17	2015-16	2014-15	2013-14	2012-13	93	93	78	63	40
2016-17	2015-16	2014-15	2013-14	2012-13																	
93	92	78	61	40																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
93	93	78	63	40																	
2.2	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>93</td> <td>92</td> <td>78</td> <td>61</td> <td>40</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>93</td> <td>93</td> <td>78</td> <td>63</td> <td>40</td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	93	92	78	61	40	2016-17	2015-16	2014-15	2013-14	2012-13	93	93	78	63	40
2016-17	2015-16	2014-15	2013-14	2012-13																	
93	92	78	61	40																	
2016-17	2015-16	2014-15	2013-14	2012-13																	
93	93	78	63	40																	
2.3	<p>Number of sanctioned posts year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>136</td> <td>132</td> <td>120</td> <td>84</td> <td>48</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2016-17	2015-16	2014-15	2013-14	2012-13	136	132	120	84	48	2016-17	2015-16	2014-15	2013-14	2012-13					
2016-17	2015-16	2014-15	2013-14	2012-13																	
136	132	120	84	48																	
2016-17	2015-16	2014-15	2013-14	2012-13																	

2016-17	2015-16	2014-15	2013-14	2012-13
136	132	116	80	44

2.4 Total experience of full-time teachers
 Answer before DVV Verification : 944.5 years
 Answer after DVV Verification : 749.5 years

