



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

**DR. DAULATRAO AHER COLLEGE OF  
ENGINEERIN,KARAD**

**VIDYANAGAR EXTENSION, BANAWADI, KARAD**

**415124**

**[www.dacoe.ac.in](http://www.dacoe.ac.in)**

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

G. K. Gujar Memorial Charitable Trust's Dr. Ashok Gujar Technical Institute's Dr. Daulatrao Aher College of Engineering, Karad, was established in 2008 with a mission to provide High Quality Technical Education to the students residing in rural areas. The College is approved by AICTE, New Delhi, Government of Maharashtra and affiliated to Shivaji University, Kolhapur.

The Institute offers strong and comprehensive Bachelor's Degree courses in four disciplines in engineering viz. Mechanical Engineering, Civil Engineering, Electronics and Telecommunication Engineering and Computer Science & Engineering. You may log on to our website [www.dacoe.ac.in](http://www.dacoe.ac.in) where you will be able to see panorama of the Institutes activities.

Through the excellence of its academic programmes, the strength of its faculty their support services, and the range of students' activities, the institute provides opportunities for the fullest possible development of potential of all students who have joined Dr. AGTI's Dr. Daulatrao Aher College of Engineering, Karad, is a preferred institute for an aspiring B.Tech. students. Institute focuses on the skill development amongst the students by imparting soft skills, technical and aptitude trainings. Some of our major recruiters are: Infosys Ltd, Tata Consultancy Services (TCS), Wipro, AMDOCS, Atos Syntel, Capgemini, Cooper Corp., HCC, Shree Refrigeration, Emerson, DXC, Byjus, Hexaware, Evosys, Reliance Jio Navi Mumbai, Webtech Developers, Mangos Enterprise, R K Education Appln., RK Infosystems, Vraio Software, Just Dial, Amazon, Case point. Ghalsasi Construction Pvt ltd. and many more.

To facilitate the 360 degree development of the students, various co-curricular and extra-curricular activities are conducted regularly. The Institute has taken great efforts to create environment awareness in and outside the campus and in nearby villages with the help NSS unit which is very agile. The institute is very active and with the help of various forums conducts many extension activities and contributes greatly towards community services. Residential camps organized in villages have created positive awareness and helping nature among the students and effectively carried out knowledge transfer to the villages adopted under UBA and other schemes and society in general.

### **Vision**

INSTITUTE VISION -

To be a Competent Engineering Knowledge Centre for Socio-Economic Development.

### **Mission**

INSTITUTE MISSION -

To meet the vision stated above, the mission of the institute as

1. By empowering students with knowledge, essential technical skills & ethical values.
2. By fostering effective interaction & networking with all stakeholders for the benefit & continuous development of the profession and society.
3. By creating professional and responsible engineers for research, entrepreneurship and leadership.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

#### Strengths:

1. Focused Vision & Mission.
2. Excellent infrastructure facilities
3. Well qualified, committed and experienced faculty
4. Good academic culture, ambience and working environment leading to high quality students and faculty satisfaction.
5. Active student environment-learning communities, programs, student organizations and clubs
6. Good Student-Faculty ratio
7. Career counseling for students is well organized and structured.
8. Good placement track record
9. Good classroom ambience for learning
10. Effective use of ICT tools by all faculty members
11. Well-equipped and neatly maintained state of art laboratories
12. Proper documentation and record keeping
13. Regular parent-teacher meetings for effective interaction and feedback
14. Active Alumni engagement in the institute development
15. Encouragement to the Meritorious Students by awards

### Institutional Weakness

#### Weakness:

1. Presently Less number of faculty with Ph.D.
2. R & D and consultancy activities are presently limited
3. Less Industrial exposure due to demographic location
4. Less flexibility in modifying the curriculum as per industrial need being affiliated institute

However efforts are taken by institute to overcome these weaknesses by systematic approach

### Institutional Opportunity

#### Opportunity:

Institute has identified following opportunities

1. Adopt need based Transform pedagogical practices
2. Establishment of incubation facilities for tech-based start-up
3. Cohesive and fruitful industry institute interaction

## **Institutional Challenge**

### **Challenges:**

1. Change in Industrial scenario
2. Covid 19
3. Saturation of engineering education market.
4. Declining interest in traditional (CE, ME,) programs by students.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Dr. Daulatrao Aher College of Engineering is approved by AICTE, Directorate of Technical Education, and Government of Maharashtra and affiliated to Shivaji University, Kolhapur. Internal Quality Assurance Cell (IQAC) of the institute ensures effective curriculum delivery through well planned, documented process and student centric approach.

Institute has BOS Member of Shivaji University, Kolhapur. Faculties of the all departments participate in assessment of Theory exams/POE/OE of Shivaji University. Institute follows curriculum provided by Shivaji University, Kolhapur which provides flexibility of courses through elective subjects. Institute organizes various add-on co-curricular programs in all departments which enhances knowledge of students

Crosscutting issues such as human values, professional ethics, gender equity and sensitization and environmental awareness are integrated through the curriculum. Institute organizes various workshops and webinars for creating awareness about human values and professional ethics. Environmental issues are studied and researched by students through their projects.

In order to make the students more sensitive to the environment and the society, institute deliberately selects the projects that are live projects for the industry or have some sort of the bearing with the industry. Also Institute arranges industry visits for understanding state of art facilities and setup there.

Feedback from all stakeholders is regularly taken. After analyzing the same, necessary actions are taken to make it closed loop and to fulfill needs of the stakeholders.

During COVID 19 institute took efforts to impart curriculum through online platforms such as Google Classroom, Google Meet, Google Form, WebEx, Zoom, and Microsoft team for teaching and student evaluation.

## **Teaching-learning and Evaluation**

Our students are from different geographical areas, socio-economic statuses, cultural setups and educational backgrounds. Considering this diversity, students are categorized as slow and advance learners. The girls-boys ratio is almost 1:1.

The faculty and students are encouraged to keep themselves updated through various FDPs and STTPs. Based on the needs of the students various activities are conducted to enhance soft skills and employability skills. The faculty emphasis on IOT based teaching learning and uses modern tools, ICT classrooms, online resources, etc.

Minimum two unit tests are conducted in each semester for each course. Student's performance is also assessed through different assessment methods like practical, oral, project, seminar, and tests. The evaluation is displayed on the notice board to maintain 100% transparency in assessment. The examination related grievances are addressed by concerned faculty and Head of the department. If the student is still dissatisfied, he/she can approach to the Head of Institute for appropriate action.

The University has published Course Objectives & Course Outcomes in the curriculum. The POs, PEOs and COs are disseminated to all concerned faculty and students through the institute website, Prospectus, Notice boards, Classrooms and Student Orientation Programs. The attainment of learning outcomes is calculated using direct and indirect methods. In direct method, performance of student in internal examination and university examination is considered and in indirect method, student progression and placement data is taken into consideration.

## **Research, Innovations and Extension**

The Institute develops research culture amongst the faculty members and students by providing required facilities like well equipped laboratories, library, availability of study room and financial support for attending seminars, conferences, workshops etc. The faculty members have 9 research projects in the last five years.

The institute provides financial as well as academic support to arrange seminars/ conferences/ workshops. The institute has conducted total 46 workshops/ seminars/ conferences. The institute acknowledges the output of provided research culture in the campus. The faculty members of our institute published 126 papers in journals and 167 papers in conferences.

The institute contributes in social cause. We have taken extension activities like 'Shramdan Camp' in nearby villages, tree plantation, repair of internal roads, cleanliness activities, free medical check up camps, surveys on social aspects, women empowerment programs, community services, etc. Nearly 3000 students have participated in various extension activities. The efforts of institute are appreciated and rewarded with 15 awards for its extension activities in the community.

To provide more opportunities, for the faculty and students in achieving excellence and developing skills institute has 07 MOUs and 10 tie-ups with various institutes.

The institute focuses on providing the required facilities to create awareness towards research, innovation and social responsibilities.

## **Infrastructure and Learning Resources**

The institute has lush green campus with a spacious and well ventilated built-up area. The state of the art infrastructure promotes a healthy academic environment. Institute management ensures the availability of adequate physical infrastructure as per AICTE norms. The institute has taken progressive steps to provide various infrastructure facilities like up to dated library, Reading rooms, Digitalized language lab, Boys & Girls common room, Gym, Yoga centre, Health care centre and Canteen. The institute has adequate space and facilities for sports, games, cultural activities which include a playground and a huge open green campus for the cultural events.

Our Institute library is fully automated using Open Source Integrated Library Management System e-Granthalaya version 3.0. It is being used since 2016. It is library automation software from National Informatics Centre, Ministry of Electronics and Information Technology, Government of India. The software provides Web OPAC interface to publish the library catalogue on Internet & Intranet. Advanced search strategies provide them to search the library resources using the details of Authors, Titles, Subjects, ISBN etc. All the library documents are bar-coded (RFID System).

The Institute has a 15 computer Laboratories and ICT equipments such as printers and scanners. Total 16 ICT enabled classroom are available to assist academic activities in the institute. The institute procured 20 LCD projectors for ICT enabled Classrooms, seminar halls and laboratories. The institute has intranet with 1Gbps fiber optic backbone network with D-link manageable switches supplemented with Wi-Fi support given by 10 access points. Internet bandwidth of 32 Mbps in 2016 upgraded 100 Mbps recently in 2021. The Institute campus is under CCTV surveillance with 62 cameras installed at various places.

Admission Committee, Student Grievance Committee, Discipline Committee, Anti-ragging Committee, Code of conduct is displayed at the college entrance and on the website.

## **Student Support and Progression**

As the student is an important stakeholder of the institute, we put emphasis on overall development and progression of students by providing conducive environment to them. The institution extends support to make students' stay in the campus fruitful, to enrich their learning experience in campus and to pave the pathway to match their goals and motivations.

The Institute provides platform for financial assistance in the form of various scholarships and free ships from the Government. Besides government scholarships, institute gives concession to needy students, provides facility to pay fee in instalments and assistance in the form of industry scholarship.

The teachers have strong interaction with students. The Institute organizes capacity building programs, career counselling and competitive exam guidance sessions for the students. The Institute has constituted Grievance Redressal Committee, Antiragging Committee, Internal Complaint Committee. These functions properly to solve disputes if any.

The Institute has established Training and Placement Committee that helps students to enhance skills and place in prestigious organizations. Students progress to higher education through succeeding entrance examinations. The Institute provides adequate support to the students for active participation in various activities such as NSS, Annual Gathering, Teachers day, Republic day, Science day, Shivjayanti.

The Institute has prosperous sports culture. With the assistance of the institute, students participate in cultural activities at different levels.

Our Alumni is associated with "DACOE Alumni Association". The alumni association is very active and provides constant support in overall development of institute by contributing in all aspects.

### **Governance, Leadership and Management**

The vision of the college is to develop socio economic environment through engineering knowledge and to achieve the mission of the institute is well stated. The departments, in turn, have formulated their vision and mission in accordance with that of the institution. The institute continued with decentralization practices and participative management at various levels through various academic and administrative committees. Various committees at the institute level are formed which look after academic and administrative activities that lead to the realization of the vision and mission of the institute.

The institute implements several policies that supports welfare of teaching and non-teaching staff. The institution has performance based appraisal system for the assessment of teaching and nonteaching staff.

Financial planning and management is the foresight of the institution to strategize its growth and developmental activities. The institution has a strong financial management system. Top management provides the necessary financial and administrative support to realize the policies.

The institute has introduced e-governance in administration, finance and accounts, scholarships, admission, and examinations. Institute has various strategies for mobilization and utilization of funds.

Internal Quality Assurance Cell undertakes quality provisions and quality enhancement actions. IQAC encourages teachers and students to attend workshops, present papers in national and international seminars on quality issues and conducts sessions related to quality sustenance in the campus. The IQAC has implemented a feedback system for students based on institutional parameters such as curriculum delivery, pedagogy, discipline, environment, staff, support, and so on.

### **Institutional Values and Best Practices**

The Institute believes in the overall development of its stakeholders. Constructive efforts are taken by the institute to inculcate a sense of responsibility towards environment, society, gender equity, rights, and duties as a responsible citizen. Various measures such as rain water harvesting, use of solar power, waste management, and gender sensitization reinforce these efforts. DACOE organizes programs like skill development training sessions, conferences, workshops, cultural activities, entrepreneurship seminars and program on gender sensitization. In addition, health camps to provide physical and mental health support are organized. Various committees established like Internal Complaint Committee (ICC), Discipline Committee, and Anti-Ragging Committee that ensure discipline and harmonious environment in the campus.

One of the best practices adopted by the institute is "Student Skill Development Cell" that undertakes various initiatives to enhance student employability. The activities such as engagement sessions with renowned companies, industry engagement through viva voce, presentations of industry linked internships, alumni interactions, and mentoring by senior students. Other best practices adopted by the college is promotion of

“Environmental Consciousness and Sustainability”. Several eco-friendly measures are implemented by the college to reduce overall carbon footprint. Use of renewable resources like solar power panels, medicinal tree plantation, cleanliness programs and rainwater harvesting system in the campus contributes in developing a sustainable environment

A distinctive aspect of DACOE is sports that the Institute boasts of being an excellent performer in the field of sports. Students are provided rigorous professional training in different games. They are trained by experienced Physical Director. Students are motivated to participate in the sports events conducted at various levels.

NAAC



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	DR. DAULATRAO AHER COLLEGE OF ENGINEERIN,KARAD
Address	Vidyanagar Extension, Banawadi, Karad
City	Karad
State	Maharashtra
Pin	415124
Website	<a href="http://www.dacoe.ac.in">www.dacoe.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Anwar Mubarak Mulla	02164-272701	8600339786	02164-272703	principal@dacoe.ac.in
IQAC / CIQA coordinator	Sunil D. Bagade	02164-272702	7588065638	02164-272703	iqac@dacoe.ac.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	29-06-2008

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

State	University name	Document
Maharashtra	Shivaji University	<a href="#">View Document</a>

**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	<a href="#">View Document</a>	25-06-2021	12	Nil

**Details of autonomy**

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes <a href="#">autonomydoc_1651230869.pdf</a>
If yes, has the College applied for availing the autonomous status?	No

**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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Vidyanagar Extension, Banawadi, Karad	Rural	10	18325

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No. of Students Admitted</b>
UG	BE, Civil Engineering	48	HSC Science	English	60	14
UG	BE, Computer Science And Engineering	48	HSC Science	English	60	22
UG	BE, Electronic And Telecommunication Engineering	48	HSC Science	English	60	44
UG	BE, Mechanical Engineering	48	HSC Science	English	60	59

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				0				2			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	1				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	5				13				38			
Recruited	2	0	0	2	2	1	0	3	23	15	0	38
Yet to Recruit	3				10				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				88
Recruited	86	2	0	88
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				22
Recruited	21	1	0	22
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	0	1	0	0	2	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	0	0	35	12	0	49
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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	2	4	0	6
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	0	2	0	2	

**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	68	0	0	0	68
	Female	49	0	0	0	49
	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	75	57	38	46
	Female	55	49	40	53
	Others	0	0	0	0
ST	Male	3	2	1	2
	Female	0	1	0	1
	Others	0	0	0	0
OBC	Male	169	132	120	171
	Female	100	99	90	132
	Others	0	0	0	0
General	Male	366	294	365	615
	Female	225	197	242	403
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		993	831	896	1423

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	In order to ensure 360 degree development of the students – intellectual, aesthetic, social, physical, emotional and moral in an integrated manner, the institute is motivating the students to undertake
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	<p>multidisciplinary projects as per the National Educational Policy 2020. Keeping in view the problems faced by the students, the institute is conducting short term training programs. The institute is also focusing on entrepreneurship development so students can start their own business/start-up. As the institute is preparing itself to have more of multi-disciplinary courses it tries to identify the programme learning outcomes along with courses and unit learning outcomes that define the specific knowledge, skills, attitudes and values that are to be acquired by the learner and would ensure that each programme achieves its goal.</p>
2. Academic bank of credits (ABC):	<p>Regarding the implementation of Academic Bank of Credits, the institution has to wait for the academic council of Shivaji University to give a green signal. The pedagogical approach of the institution is student's centric where the faculties' pedagogical approaches are constructivist, inquiry-based, reflective, collaborative and integrative. Summative and Formative assessments and assignments are used to evaluate the Students learning outcome.</p>
3. Skill development:	<p>The vision of the Institute is "To be a Competent Engineering Knowledge Centre for Socio-Economic Development". The Institute also celebrates National festivals like Independence Day and Republic Day. Observing various programmes like world earth day, Environment Day, observing the Death and Birth Anniversary of our National leaders which help in imbibing the good qualities of the students. Mentoring students is also one of the practices of the institution, to enable students to explore future employment pathways after graduation, and help them get the most of their studies. Institute focuses on the skill development amongst the students by imparting softskills, technical and aptitude trainings</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Regarding the adoption of Indian languages, the Institute is planning to offers various Indian languages courses</p>
5. Focus on Outcome based education (OBE):	<p>The institute also makes an effort to understand that a pursuit of knowledge is a life-long activity and to acquire positive attitude and other qualities which will lead students to a successful life. To interpret, analyze, evaluate and develop responsibility and effective citizenship is one of the programme</p>



	outcomes of the students.
6. Distance education/online education:	<p>The Institute is also preparing itself to offer vocational course through ODL (Open Distance Learning) mode in due course of time. Keeping in view the convenience of the student, the various technological tools used by the faculties especially during the pandemic lockdown are Google Classroom, Zoom, Google Meet, using videos as teaching and learning aids, Group collaboration and interaction and assignment and revision as well as the assessments have been conducted are some of the institutional efforts towards blended learning.</p>

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## Extended Profile

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### 1 Program

#### 1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
179	178	175	175	175
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
04	04	04	04	04

### 2 Students

#### 2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
983	1077	941	1200	1389
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
122	124	116	150	173

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
322	371	366	457	414

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 3 Teachers

### 3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
55	59	61	75	89

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.2

#### Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
60	69	78	108	115

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 15**

**4.2**

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

2020-21	2019-20	2018-19	2017-18	2016-17
122.07	160.78	191.88	230.64	248.07

**4.3**

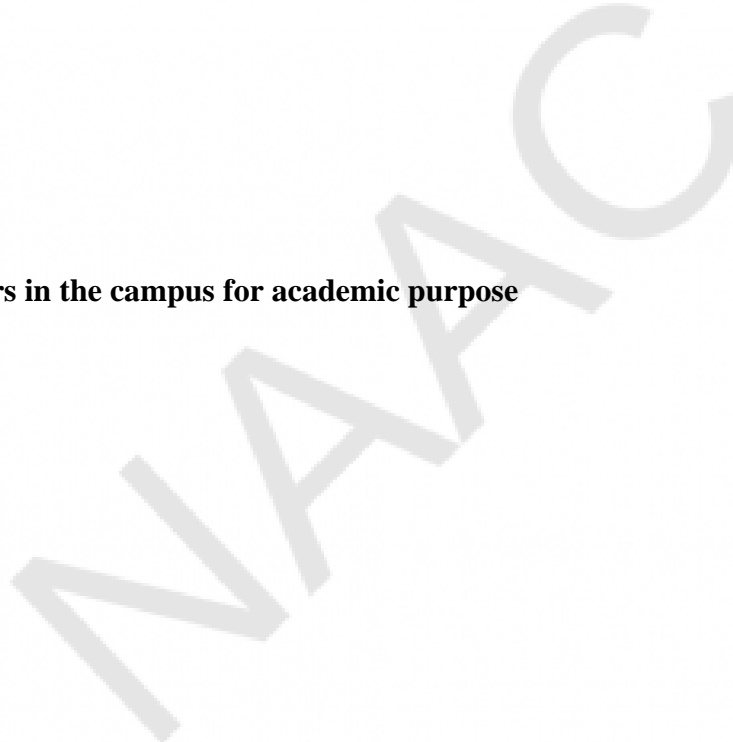
**Number of Computers**

**Response: 489**

**4.4**

**Total number of computers in the campus for academic purpose**

**Response: 357**



## 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:

Dr. Daulatrao Aher College of Engineering is approved by AICTE, Directorate of Technical Education, and Government of Maharashtra. It is affiliated to Shivaji University, Kolhapur, a state government university. It follows the curricula prescribed by the university. Academic Council of the university revises curriculum periodically to meet the changing requirements of industry and the professional world. Internal Quality Assurance Cell (IQAC) of the institute ensures effective curriculum delivery through the well planned and documented process with student centric approach.

Shivaji University prepare the academic calendar and provides it to the institute. IQAC cell of institute prepares academic calendar for the institute keeping in view the academic calendar prepared by the Shivaji University and under the same, departments also prepare their academic calendars and time-tables. In the academic calendar institute focuses on the academic as well holistic development i.e. 360-degree development of the students. Every department carry out more activities pertaining to the needs of the industry so that industry institute interaction will be strengthened and also provides opportunities for the students so that they can come together, conduct events that boost their confidence and to hone skills which meet the industry expectations.

The allotment of courses and workload to the faculty is based on their experience and willingness. Academic record consists of teaching plan, practical plan, faculty information, time-table, theory and practical attendance record, syllabus completion report, and continuous assessment sheet.

Apart from traditional methods, faculty members uses ICT tools like PPTs, videos, models, and Charts for imparting curriculum. Every teacher ensures learning through mid semester examination (MSE), class tests, and discussions. Remedial teaching, mentoring, and counseling activities help the slow learners to improve their academic performance.

In order to make the students more sensitive to the environment and the society, institute deliberately selects the live projects for the industry and have some sort of the bearing with the industry. Institute has the constraints of the curriculum, to overcome that particular constraint, institute has taken initial steps. It provides more facilities to the budding technocrats. Institute is going to start some activity clubs under the various faculties; however these clubs are managed by the students. Institute is strengthening industry institute interaction by inviting the expert from industries. Institute arranges industry visit for understanding state of the art facilities and industrial activities. As transmission of the technical knowledge is from the faculty to the students, institute also takes the initiatives to provide trainings to the faculty so as to keep them abreast.

Library provides E-journals, database, book bank facility, OPAC to faculty and students. Department libraries also provide reference books to the students. IQAC conducts academic audit semester-wise, it also

collects necessary feedback on curriculum. It is analyzed and report is communicated to concern BOS of University for necessary actions.

During COVID 19 institute took efforts to impart curriculum through online lecture sessions, interactive sessions, online tests and presentations through online platforms –Google classroom, Google meet, Google form, WebEx, Zoom, Microsoft Team for teaching and student evaluation.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

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

#### Response:

Institute receives academic calendar from Shivaji University, Kolhapur with which the institute is affiliated. The academic calendar by university contains date of commencement of each semester, number of instructional weeks and date of end of each semester.

IQAC under the guidance of Principal prepares Institutional academic calendar. It includes duration of classroom teaching, internal/external examination, technical events, public holidays and other extension programs. The Head of department in consultation with faculty members prepare departmental academic calendar in line with institute academic calendar. It includes department specific activities and programs. It is made available to students and staff.

Faculty strictly adheres to academic calendar while preparing their teaching and practical plans. They record day wise realization of theory and practical in academic record. IQAC regularly monitors & adherence to teaching and practical plan as well as other activities as per department academic calendar.

Continuous Internal Evaluation includes practical, tutorials, assignments, and class test / unit test/MSE. Assessment of practical, tutorial, and assignment of every student is monitored through Continuous Assessment Sheet (CAS) which is based on parameters regularity, performance, punctuality, submission and interaction. Mid semester Exam schedule is finalized as per department academic calendar. Unit test coordinator of each department issues notice to students for MSE, notice to faculties about test and submits question papers in prescribed format, prepares time-table of test, supervision duties, etc. Subject teacher evaluates answer sheets and prepares the result. Result gets display on notice board and is conveyed to students. Transparency is maintained in the evaluation process.

Institute also tries to analyze the performance of the students. The class doesn't have bright students only but slower learners also. Hence, we do the frequent analysis of the performance of the students at midterm level, university result level and tries understand the trends. For slow learners, remedial classes are regularly carried out which is made a part of academic calendar.

During COVID 19, institute has taken efforts to ensure adherence to the revised academic calendar for

continuous internal evaluation. Lecture sessions, interactive sessions, online tests and presentations were conducted on online platforms like Google Classroom, Google Meet, Google Form, WebEx, Zoom, and Microsoft Team for teaching and evaluation.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

**1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years**

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

**Response:** A. All of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

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

**Response:** 100

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

**Response:** 04

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**1.2.2 Number of Add on /Certificate programs offered during the last five years****Response:** 19**1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
03	06	05	04	01

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Brochure or any other document relating to Add on /Certificate programs	<a href="#">View Document</a>

**1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years****Response:** 40.26**1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
498	529	482	411	223

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View Document</a>

**1.3 Curriculum Enrichment****1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum****Response:**

Crosscutting issues such as human values, professional ethics, gender equity and sensitization and environmental awareness are integrated through the curriculum.



Human values and social as well as professional ethics like humanity, equality, responsibility, brotherhood, and honesty are followed by the institute. There are anti-ragging, grievance committees that help to provide ragging free environment in the Institute. Institute organizes various workshops, webinars for creating awareness about human values and professional ethics.

Institute doesn't believe & practice in gender differences and provides an equal and sometimes more opportunities to the girl students so they can work across the shoulders. Institute creates a conducive atmosphere for girl students, where they feel safer. They will have the safe environment to work without any fear about the gender discrimination. Institute is conducting many activities where the participation of both the genders is promoted so that the problem of the gender difference is automatically gets resolved because they work together in these events. Institute is providing equal opportunities for the girls, many facilities at the hostel and equal sports facilities so that they become more competent. Our focus is on gender equality that reduces problems. We have the grievance cell, internal complaint, discipline committees to address complaints if there is any. Our Core value consist gender equality. We always follow all core values as part of our quality policy; we don't discriminate between the genders. Both the genders participate equally, naturally in the activities. We made them competent enough to work together as they are more mature students. Institute organizes health awareness program, women's day, Sharadautsav, dandiya, and different competitions to empower our girl students. There are boys and girls hostels in the campus, combine study rooms and we conduct/arrange NSS camps.

Institute is conducting many activities for the environment & social awareness through the programs like Unnat Maharashtra Abhiyan & Unnat Bharat Abhiyan so that students get connected with the society. Students celebrate all festivals. A special subject of environment studies is taught through theory and field work projects to develop environmental awareness among the students. Environmental issues are studied and researched by students through their projects. Environmental awareness is also created by NSS students through village cleanliness, water conservation and tree plantation programs. No vehicle day is organized in the institute periodically.

Co-curricular activities are organized to enhance awareness of crosscutting issues like Swachh Bharat Abhiyan, blood donation camps, Beti Bachao Campaign, COVID-19 awareness program etc.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	<a href="#">View Document</a>

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

**Response:** 24.82

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

2020-21	2019-20	2018-19	2017-18	2016-17
44	48	42	43	42

File Description	Document
Programme / Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:** 42.01

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

Response: 413

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.4 Feedback System

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

**Response:** A. All of the above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

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

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken

**3.Feedback collected and analysed**

**4.Feedback collected**

**5. Feedback not collected**

**Response:** A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Upload any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

NAAC

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 19.45

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

2020-21	2019-20	2018-19	2017-18	2016-17
245	249	232	300	347

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

2020-21	2019-20	2018-19	2017-18	2016-17
1080	1260	1560	1620	1620

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 97.65

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

2020-21	2019-20	2018-19	2017-18	2016-17
120	120	110	150	170

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

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

#### Response:

The objective of education system is to provide quality education to all learners so that they can recognize their true potential and meaningfully contribute in social activities. The students of the institute are from different geographical areas and socio-economic, cultural and educational backgrounds.

Institute is taking all efforts to bridge this particular gap so that there will be homogeneity among student fraternity. Students belonging to rural sector are diffident and they are underperformed because of the diffidence. At the commencement of every academic year, institute conducts orientation program for newly admitted students in the presence of head of institution, head of departments and faculty members. In this program we try to bring such students at par with the remaining students by carrying out the attempts to remove their diffidence. This is the transition stage of the students from basic sciences to engineering sciences where they need bridging activities.

Institute conducts many activities to encourage girl students to participate and work across the shoulders. This promotes the gender equity and they also become confident in being part of various activities in the remaining years of the engineering. Engineering education is not only confined to the text books, so we encourage the students to pertain hands on experiences and for that initiative is taken in the first year only.

Considering diverse background of students it becomes necessary to categorize the students as slow learners and advance learners. Slow and advance learners are identified through Maharashtra Common Entrance Test (M H C E T) score at entry level and earlier results for subsequent years. Following practices are implemented by faculty for the academic improvement of slow learners.

- Conducting remedial classes
- Conducting extra lectures
- Solving question paper of the previous years
- Home assignments
- Motivation thoughts mentoring system and real time examples
- Question bank
- Test / Tutorials
- Departmental library usage
- Book bank facility

Due to these practices many students improve their scores in the university examination. The success of efforts is visible in our final year university examination result that is above 95%.

For Advance Learners following practices are implemented by faculty for their further academic enhancement:

- Conducing sessions on advance topics
- Encourage to participate in workshop, seminars , technical events and exhibitions
- Encourage to do the projects on advanced topics

- Conducting expert lectures on advanced topics
- Providing journals & magazines for advanced learning
- Motivating through mentoring system
- Competitive exam guidance
- Interaction with industry
- Encouraging to write technical papers in International / National Journal and Conferences
- University rankers & class rankers are felicitated on annual day
- Rankers are selected as class representatives

These efforts have resulted in student's enhanced performance at university level for getting ranks & merit scholarships. Our Institute has 40+ University rankers. Many students received several awards in different programs like Spectrum, Techno Fair and have registered/filed patent. More than 50 % students are placed in various leading multinational companies.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional Information	<a href="#">View Document</a>

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

**Response:** 17.87

File Description	Document
Any additional information	<a href="#">View Document</a>

## 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:**

As the students of the Institute are from different socio-economic backgrounds, the Institute is always committed to provide best quality technical education to make them competent to meet the demanding challenges of the industry. For that teacher assess the students in the first year itself and whatever weaknesses observed, we help them to come over by hands on experiences, mini/major projects and by effective teaching. We don't believe only in chalk and talk but also take the help of various visual aids and IT enabled learning and this has resulted in increased confidence and good number of placement. Many activities are conducted with the help of students so that the students get the feel as if they are the part of the management and this leads to overall 360o development of the students.

To enhance learning experience of the students various methods such as experiential learning, participative learning and problem solving methodologies are implemented in teaching learning process.

## 1. Experiential learning :-

Institute is taking efforts to provide state of the art technological solutions to the faculty through various FDPs, STTPs and industrial trainings. It is an immersive participant focused active learning that engages students of various backgrounds & experience levels. The institute offer students multiple opportunities of hands on learning.

- **Internship:-** Students learn new concepts & skills, add values & earn real life experiences for their career prospects. It allows them to develop network with professionals.
- **Industrial Trainings:-** The various training programs are conducted in collaboration with industries for students to get exposure to know practical side of industry.
- **Integrated Tools:-** Students are encouraged to enroll for online course like NPTEL, Swayam, Coursera and UdeMy. Google Classroom, Google Meet and Zoom platforms are used for delivering online sessions.

## 2. Participative Learning and Problem Solving Method:-

Students and teachers participate in the activity to create innovative learning environment. Various teaching methods are implemented to get the desired outcomes.

- **Seminars & Paper Presentations:-** Students get better knowledge of the topic while preparing for seminar.
- **Group Discussion:-** The Institute constantly encourages the students to participate in group discussions to create their own view about the topic and improve their presentation skills.
- **Quiz Competition:-** The Institute encourages the students to participate in various quiz competitions so as to update their knowledge, improve their thinking and responding quickly to the questions posed.
- **Mock Interview:-** The Institute frequently arranges mock interviews in the presence of experts to boost the confidence of the students and to understand the techniques of interviews at the corporate level to help them to crack screening successfully.
- **Industry Visit:-** Frequent industrial visits are arranged for the students to get the flavor of industrial environment. Students get exposure to the state of art technologies adopted in the competitive industrial environment.
- **Project Exhibition:-** Project exhibitions are arranged to showcase experimental models prepared by the students so as to encourage the exchange of the technical knowledge in the student fraternity and showcase their managerial abilities.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**



In the age of innovation and productivity institute focuses on the ways to improve knowledge generation and knowledge sharing. The Institute acknowledges the importance of digital learning and the efforts are taking accordingly. The pandemic situation was basically a threat, we have converted that threat into an opportunity and adopt ICT in imparting education and to contribute and enhance productivity, efficiency, and growth of the students. The COVID crisis has accelerated and encouraged the use of technology in the education.

The Institute uses several technology tools those are suitable for teachers, students and administrative staff. The Institute provides robust hardware and software support systems. Most of the classrooms and seminar halls of the institute are equipped with audio visual aids like LCD projectors, Projector screens, Wi-Fi facility, Close Circuit Cameras (CCTV) etc.

Auditorium has excellent multimedia facility like audio system, microphone, wireless microphone, speakers, LCD projector and Wi-Fi. Institute laboratories are well equipped with latest desktop computers, printers, scanners, plotter, DVD's and CD's. Local Area Network of nodes and internet connectivity with lease line of 100 Mbps is available.

The faculty uses e-resources platforms like DELNET, NPTEL, SWAYAM, COURSERA, Shodhganga, Shodhsindhu, e-books, e-journals and digital library for updating themselves with the state of the art technologies. Along with this, faculty uses softwares like PROTEUS, MATLAB, IDEAS, PROE, CATIA, etc. Faculty members use these resources to prepare for their lectures, practicals, expert sessions, etc. and to deliver effectively through power point presentations (PPT's), animations, educational videos, charts and models to enhance teaching learning process.

Students are also encouraged to use all these available resources to know more about course concepts, innovative ideas for projects as well as emerging technologies. Students and faculties are motivated to write / publish technical papers in national / international journals and conferences by using ICT tools.

During COVID 19 pandemic situation, education sector is badly affected. But ICT tools played vital role in dealing with curricular and co-curricular activities in adverse situations. The faculty make use of digital platforms such as Google Meet, Google Classroom, Zoom, Webex, Microsoft Team, and Whatsapp to conduct lecture sessions, evaluation, feedback and resource sharing.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.	<a href="#">View Document</a>

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

**Response:** 17.25

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



Response: 57

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

## 2.4 Teacher Profile and Quality

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

Response: 80.44

File Description	Document
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

Response: 7.21

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

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Response: 6.9

**2.4.3.1 Total experience of full-time teachers**

Response: 379.76

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

The institute is affiliated to Shivaji University, Kolhapur, Maharashtra and follows the university norms and academic regulations for the Continuous Internal Evaluation (CIE). The Institute has appointed Chief Examination Officer (CEO). Internal evaluation system of the Institute is communicated to the students in writing as well as orally.

The internal evaluations are conducted as per timetable prepared by each department and is communicated to students and faculties. As CIE has semester pattern, minimum one unit test is conducted in each semester for each course. In addition to students' performance these various assessment tools like practical and oral, project and seminar, tutorials, home assignments, surprise tests, online tests, group discussions are used to assess students' performance. Internal marks for any course are based on attendance, performance, punctuality and contribution as a member of a team.

Mid-Semester Examination (MSE) co-ordinator of each department prepares the timetable of MSE and conveys to the faculty and students and arranges necessary things to conduct the examination smoothly. Subject teacher evaluates answer sheets, prepares result and displays it on notice boards within one week of the examination. During COVID 19 pandemic online tests are conducted for evaluation and results are conveyed to the students.

Assessment of Laboratory / practical, tutorials and assignments is based on regularity, performance, punctuality, submission, and interaction. For this Continuous Assessment Sheets (CAS) is used. For assessment of mini and major projects as well as seminars rubrics are used.

The faculty evaluates the presentations and writing skills of the students during seminars with the help of rubrics. The projects are reviewed periodically for continuous assessment. Projects are assessed using rubrics. The evaluation is displayed on the notice board which ensures the transparent assessment of both project and seminar.

After the evaluation faculty return the assessed answer sheets of tests /projects etc. to the students so as to clear the doubt / grievances about assessment which ensures timely feedback to the students as well as to clear any discrepancy/grievance of the students.

Learning activities and assessments are aligned with defined course outcomes. Assessment procedure and

practices are as per the stipulated guidelines so as to meet the defined assessment criteria and are fair, flexible, realistic, and impartial. The assessment range is extensive enough to exhibit the realistic and reliable results of student's performance. Assessment practices are implemented ethically, honestly, and with integrity by faculty and students. These measures are taken to make assessment process full proof.

Each department has identified the variety of assessment tools and frequency for the smooth conduct of CIE for each course. Achievement of the learning outcomes by the students are monitored by the faculty.

As an affiliated Institute, the evaluation reforms are adopted and followed as per University guidelines. IQAC monitors the transparency and effectiveness of CIE throughout the year.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

#### Response:

As this Institute is affiliated to Shivaji University Kolhapur, the responsibility of conduction of mid-term examination is left with concern institute.

Institute ensures that there is complete transparency in the internal examination related grievances. The internal examination schedule is prepared in line with academic calendar and is informed to the students well in advance. The internal examination answer sheets are evaluated by concern faculty within seven days from date of the examination. The assessed internal test papers are shown to the students for self evaluation.

The general grievances raised by the students regarding internal examinations are discrepancy in totaling of the marks, discrepancy in totaling of aggregate internal marks, dissatisfaction regarding evaluation of the descriptive answer scripts, problems in downloading and submission of the objective question paper (in online mode) and wrong options in objective question paper, etc.

Some of the issues such as discrepancies in evaluation or totaling, the students bring it to the notice of the faculty that gets resolved immediately.

Any student who is still not satisfied with the assessment and award of marks may approach the concerned head of the department. The head of the department may intervene and seek opinion of another faculty who has handled the same course earlier. The institute follows transparent assessment system by displaying the student performance on the respective departmental notice boards. If the student is still dissatisfied, he/she can represent his/her grievance to the Head of the Institute for necessary action.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

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

#### Response:

Institute offers UG programs Bachelor of Technology in Civil Engineering, Computer Science & Engineering, Electronics & Telecommunication Engineering and Mechanical Engineering. Outcome based education is targeted to achieve desirable results in terms of knowledge, skills, attitudes, and behavior at the end of program. Teaching with this awareness and putting the associated efforts constitutes outcome based education.

The Institute is effectively implementing the Outcomes Based Education (OBE) system. The University has published Course Objectives & Course Outcomes in the curriculum on the website. The Departmental Academic Advisory Committees (DAAC) refine the COs given by the university if required.

All the faculty prepare course files with details of the Course Objectives, Course Outcomes, reference material, and teaching plan at the beginning of the academic year. The POs, PEOs and COs are disseminated to all concerned faculty as well as students.

Sr. No.	How Published	Where Published	How Disseminated
1	Digital Media	Institute website	Available for reading in the public domain
2	Print Media	Institute prospectus	Available for reading in public domain
3	Acrylic Board	Laboratories & library displays	For students, parents and alumni to read
4	Wooden Board	Departmental and office Notice boards	For students, parents and alumni to read
5	--	Classrooms	For explanation to students in class room To discuss during student counseling
6	--	Student Orientation Programs	Explanation to students

File Description	Document
Upload COs for all courses (examples from Glossary)	<a href="#">View Document</a>
Paste link for Additional information	<a href="#">View Document</a>

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

#### Response:

The Institute has prepared the evaluation criteria for program outcomes and course outcomes to upgrade the academics of the students.

The learning outcomes attainment is calculated using the direct and indirect methods. In the direct method, performance of students in the internal examination and the university examination is considered for assessment of outcomes. In the indirect method of assessment, students progress and placement data is used. The course outcomes of all the courses in the final year are mapped with program outcomes to obtain the graduate attributes.

Course Outcomes (CO) assessment process:

- 1.Relevance of process and tools with theory subject.
- 2.For each subject, Course Outcomes are designed to map with Program Specific Outcomes and Program Outcomes.
- 3.Each question in the Mid-Semester Examination is mapped with the Course Outcomes.

#### Assessment process tools:

Sr. No.	Direct Method	Description
1	End Semester Examination	Marks obtained in End-Semester Examination is the basis for to record the attainment of course outcomes.
2	Mid Semester Examination	Marks in theory are based on tests. Average / best of the marks in these tests contribute to the internal assessment.
Sr. No.	Indirect Method	Description
1	Placements	Placement data is collected from the placement office.
2	Student Exit Feedback / Survey	Data collected from the departments
3	Alumni Feedback	Data collected from the departments

#### Attainment of Course Outcomes (COs) Criteria (Sample)

Attainment level	% of students scoring $\geq 60\%$ marks	
	External Theory Exam	Internal Theory Exam



**Mapping Factor (Correlation Level):**

3: Indicates high mapping (high contribution towards attainment)

2: Indicates medium mapping (medium contribution towards attainment)

1: Indicates low mapping (low contribution towards attainment)

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional information	<a href="#">View Document</a>

**2.6.3 Average pass percentage of Students during last five years**

**Response:** 90.63

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

2020-21	2019-20	2018-19	2017-18	2016-17
321	369	331	317	347

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

2020-21	2019-20	2018-19	2017-18	2016-17
322	369	366	411	404

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Paste link for the annual report	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.87

File Description	Document
Upload database of all currently enrolled students (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

NAAC



## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

Response: 7

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.14	1.61	5.25	0.0	0.0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the grant award letters for sponsored research projects / endowments	<a href="#">View Document</a>

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

Response: 25

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

2020-21	2019-20	2018-19	2017-18	2016-17
01	03	01	00	00

##### 3.1.2.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
04	04	04	04	04

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Paste link to funding agency website	<a href="#">View Document</a>

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

**Response:** 45

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

2020-21	2019-20	2018-19	2017-18	2016-17
08	12	10	06	09

File Description	Document
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 3.2 Research Publications and Awards

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

**Response:** 1.83

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

2020-21	2019-20	2018-19	2017-18	2016-17
26	26	21	44	07

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.2.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 2.24**3.2.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
01	01	05	00	145

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Institute believes that the productive citizens are the asset of the nation. The focus of the institute is to develop productive citizens who will serve the nation and the society with the transfer of technical knowledge. Institute provides conducive environment that is helpful in the holistic development of the student's fraternity. Institute is trying its level best to inculcate social responsibilities, humanistic approach and social justice amongst the students consistently.

Institute has the collaboration with nearby villages like Banawadi, Surli and Parle Grampanchayat to conduct various events under National Service Scheme (NSS). Various activities conducted in the villages are 'Shramdaan Camp' to contribute in the development of the rural area by understanding their local problems. During these activities, the students have conducted cleanliness program, tree plantation, construction of the internal roads and also carried out the deepening and cleaning of the canals so as to provide drinking water facility in summer season. Institute has conducted the social survey of these villages to find out their areas of weakness and our planning to focus on identified issues through various college level activities. The institute have arranged lectures, interactive sessions to address social issues like addiction, women empowerment, humanistic values, eradication of the superstition, etc. To enhance the employability of students from rural area the institute is providing skill development programs like trainings for aptitude tests and soft skills.

The institute is conducting the noble activities like blood donation camp on the Independence Day, Republic Day in association with G. K. Gujar Memorial Charitable Trust. Free Medical Camp is regularly

organized which helps in maintaining the general hygiene in villages.

Women Empowerment Cell is actively engaged with the girls for proper sanitization. Lectures are arranged to create awareness among the students about 'Gender Equity Program'. We celebrate Women's Day, Shardsav and arrange lectures to create awareness among the girl students about their rights. The Institute received appreciation as 'Best Performing College' in 'Beti Bachao Abhiyan' launched by Shivaji University, Kolhapur in 2018-19. With the help of these activities institute tries to help in women empowerment.

We celebrate Constitution Day every year on 26th November. We arrange lectures on 'Democracy' while celebrating "Democracy Pandharawada" as directed by Shivaji University, Kolhapur. By this, we make the students aware of about democratic values.

Disaster Management trainings, LPG Safety Programs, Fire Protection Programs are regularly organized. It helps to contribute in up liftment of the society.

Our institute has organized Tree Plantation Program, No Vehicle Day to inculcate environment awareness amongst the students, faculties and support staffs of the institute. Students are directly involved in these activities which helps them to inculcate the ethics, moral values and social bonding with the society.

Other programs which are regularly arranged are Yoga Days, Independence Day, Republic Day. To generate awareness about changes in science and technology, Institute arranges 'Science Day' for school and college students. We provide community services with the help of our Computer Science and Engineering Department.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response: 1**

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	01

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>

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

**Response:** 75

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

2020-21	2019-20	2018-19	2017-18	2016-17
03	13	08	27	24

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:** 17.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	379	60	350	209

File Description	Document
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 3.4 Collaboration

**3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-job training, research etc during the last five years****Response:** 9**3.4.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
05	00	01	03	00

**File Description****Document**

Institutional data in prescribed format

[View Document](#)

e-copies of linkage related Document

[View Document](#)**3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years****Response:** 9**3.4.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
00	02	02	04	01

**File Description****Document**

Institutional data in prescribed format(Data template)

[View Document](#)

e-Copies of the MoUs with institution./ industry/ corporate houses

[View Document](#)

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

The Institute is having a lush green campus with a spacious and well ventilated built-up area. State of the art infrastructure promotes a good teaching-learning environment to the students. Institute management ensures the availability of adequate infrastructure as per AICTE norms. The institute has taken progressive step to provide various infrastructure facilities like updated library, reading rooms, digitalized language lab, Boys & Girls common room, health facilities like gym, yoga, health care centre and well furnished canteen.

#### Laboratories

Laboratories are equipped with equipments, latest software that are adequate to meet the requirements specified by the various statutory bodies. The laboratories are handled by experienced and qualified lab assistants and attendants.

#### Library

The Central library has adequate books, journals and infrastructure for e-journals, NPTEL etc. The library has the facility of Book-Bank Scheme for needy students. Open access system (Web OPAC) that gives an idea of the availability of books. Central Library has a large number of reference books and textbooks, e-books, e-journals, periodicals, digital databases and CDs and a collection of videos. The reading rooms at the central library can accommodate more than 400 students at a time.

#### Computing Equipment

An adequate number of computers are available on the campus and are connected to the internet through LAN. The computers are located in different labs and are also allocated to faculties.

#### • INFRASTRUCTURE FOR TEACHING LEARNING FACILITIES

Sr No	Teaching Learning Facilities	Quantity
1	Classrooms	16
2	Smart Classrooms	01
3	ICT enabled Classrooms	13
4	Laboratories	37
5	Language Laboratory	01

6	Research Labs	03
7	Computer Laboratories	11
8	Central Library	01
9	Reading Rooms	04
10	Digital Library	01
11	Counselling Centre	01
12	Xerox Facilities	02
13	Store	01
14	Mechanical Workshop	01
15	Generator Room	01

It promotes quality education with effective teaching-learning processes for the students and research activities for faculty members.

• **INFRASTRUCTURE OF INSTITUTE**

Sr No	Building	Description	Utilization	Approximate Area Sq.m.
1	Main	Lower Ground	Maintenance office, Store, Art Centre, Generator Room	600
2		Upper Ground	Vice Principal's Cabin, Civil Department,  Mechanical Department,	3300
3		First	Principal's Cabin, Chairman's Cabin, Secretary's Cabin, TPO, Administrative Office, Facility Centre,  Conference Hall, Electronics and Telecommunication Department, Auditorium	4000



4		Second	Computer Science and Engineering Department, Basic Sciences and Humanities Department, Gymnasium	3500	
5		Third	Girls Common Room, Boys Common Room, Mechanical Engineering Lab, Computer Engineering Lab	2500	
6	Hostel	A	Boys Hostel	490	
		B	Girls Hostel	980	
7	Mechanical Workshop		Smithy, Carpentry, Lathe Machines, CNC Machine, Instructor Cabin	1200	
8	Open Theatre		Stage	150	
9	PlayGround		Outdoor Games Cricket Pitch, Football, Volleyball, Badminton court, Long Jump, Archery, Side Jogging Track	11236	
10	Library Building	Ground	Physical Director's Office, NSS Office, Central Library, Indoor Games Hall,	431.23	
		First	Librarian Cabin, Journals Racks, Reading Room,	417	

			Digital Library		
		Second	Reading Rooms	435	
11	Canteen	Ground	Kitchen, Restaurant, Dining	300	
12	Security Cabin			8	
13	Principal Bungalow			90	
14	Staff Quarters			540	
15	Guest Room			90	
16	Parking		Two-wheeler	929	
			Four Wheeler		
17	ATM Centre			9	
18	Art Centre		At lower ground	98	
19	Health Care Centre			9	

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

##### Response:

The institute has adequate space and facilities for sports, games, and cultural activities which include a playground and a huge open green campus for the cultural event. Some cultural activities are conducted in the seminar hall with limited number of students and as per availability of the seminar hall. Some of the

cultural activities are conducted in the open theatre situated behind the hostel. Sports facilities for outdoor and indoor games are provided by the Department of Physical Education and Sports. The department conducts sports activities of university as well as zonal levels. Sports kits and tracksuits are also provided to the students. The usage of the ground is regular by the students. The institute has a well equipped gymnasium which is located in the main building. The Gym has machines such as shoulder press, chest press, hip machine, high low pulley, dumbbells, etc. The Institute encourages students to participate in games & activities.

## **The Institute has Indoor and Outdoor Sports Facilities**

### **Outdoor Games**

The institute has well developed playground for outdoor games that is spread in the area of 1.3 hector. The ground is protected by fencing wall and surrounded with tree plantation. A ground with flood light and having pavilion with seating capacity of more than 1000 spectators. Sport facilities for Cricket, Football, Kabbadi, Kho-Kho, Basket Ball, Badminton, Volleyball, Long Jump, Side Jogging are available for outdoor games.

### **Indoor Games**

Area of 100 sq.m. is available for table tennis, Badminton, Gym, Weight Lifting, Bodybuilding, Chess, carrom etc. Different Courts as well as Chess, Carom and Table Tennis boards are made available to students. A well-equipped Gymnasium is available for boys and girls.

### **Yoga**

Yoga training and activities are regularly organized on the open stage and in the yoga hall.

### **Cultural activities**

The students participate in the various cultural events organized during the annual gathering, the Institute Cultural Fest. Students are encouraged to take part in competitions and activities organized in other institutes and universities also. Institute provides an Art Center to cultivate the art skills among students. Institute provides generous and systematic support for the overall participation of students in all activities and competitions. This is very helpful for the all-round development of students. The qualities like the spirit of cooperation, involvement, creativity, and aesthetics are flourish among the students through these activities.

### **SPORTS:**

<b>Sr No</b>	<b>Outdoor Games</b>	<b>Indoor Games</b>
1	Cricket	Table Tennis
2	Football	<i>Taekwondo</i>
3	Volleyball	Kushti

4	Basketball	Badminton
5	Kabaddi	Chess
6	Kho-Kho	Carrom
7	Athletics	

NAAC

**FACILITIES**

The facilities for sports are as below

**INDOOR FACILITIES:**

1. Indoor Court 100 sq. m.
2. Badminton
3. Table Tennis Tables
4. Taekwondo
5. Boxing
6. Gymkhana for Boys and Girls.

**OUTDOOR FACILITIES**

1. Playground 11236 sq.m
2. Kabbadi ground
3. Kho Kho ground
4. Foot ball ground
5. Basket ball ground
6. Cricket pitch
7. Volleyball ground
8. Single and Double Bars
9. Side Jogging Track
10. Long Jump ground

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)****Response:** 46.67**4.1.3.1 Number of classrooms and seminar halls with ICT facilities****Response:** 07

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)****Response:** 0**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description	Document
Upload audited utilization statements	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

**4.2 Library as a Learning Resource****4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

Our institution library is fully automated using Open Source Integrated Library Management System e-Granthalaya version 3.0. It has been in use since 2016. e-Granthalaya is a library automation software from the National Informatics Centre, Ministry of Electronics and Information Technology, Government of India. The software provides a Web OPAC interface to publish the library catalogue over the Internet/Intranet. Students, faculty members and other supporting staff can easily check the status of the library resources by accessing the Web OPAC (Online Public Access Catalogue) that supports advanced search methods. Advanced search strategies in the software allows to search the library resources using the names of author, title of the book, subject, ISBN etc. All the library documents are bar-coded (RFID System) and books are issued to users by reading the barcode of the document.

Year	Name of ILMS software	Nature of automation	Version	Year of Automation
2016-17	e-Granthalaya	Partially	3.0	2016
2017-18	e-Granthalaya	Partially	3.0	
2018-19	e-Granthalaya	Partially	3.0	
2019-20	e-Granthalaya	Partially	3.0	
2020-21	e-Granthalaya	Partially	3.0	

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional Information	<a href="#">View Document</a>

#### 4.2.2 The institution has subscription for the following e-resources

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

**Response:** A. Any 4 or more of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

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

**Response:** 7.22

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

2020-21	2019-20	2018-19	2017-18	2016-17
7.24	4.37	7.18	6.02	11.31

File Description	Document
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

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

**Response:** 13.01

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

Response: 135

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

In providing the latest IT facilities for the students, IT infrastructure of the institute is in constant change and modification not in terms of hardware but in terms of software also. The Institute has 15 computer Laboratories with sufficient numbers of computers that are made accessible to the students to inculcate the IT skills in them. The Institute is in possession of 3 laptops and 490 Desktop computers as well as useful softwares for students, office and teaching staff to serve administrative and academic purposes.

The institute also provides additional ICT equipment such as printers, scanners in adequate numbers and are used by the students as well as staff members. Total 13 ICT enabled classrooms are available in the institute. The Institute procured 20 LCD projectors for ICT enabled Classrooms, seminar halls and laboratories. LCD projectors are used by the faculty members for effective teaching through PPTs and videos.

The Institute has Intranet with 1Gbps fiber optic backbone network with D-link manageable switches supplemented with Wi-Fi support given by 10 access points available 24\*7. Internet bandwidth of 32 Mbps in 2016 was enhanced to 48 Mbps in 2017, 2018, 2019 and upgraded recently in 2021 to 100 Mbps. The Institute campus is under CCTV surveillance to ensure safety. The campus and classrooms are made secure with 62 surveillance cameras installed at various places.

#### Comparative chart showing updates of ICT facilities in the five years

Sr. No	ICT facility	In Yr .2016	In Yr.2021
1	Total Computers	386	515
2	Campus Network	Leased Line	Leased Line
3	Internet Facility	32Mbps	100mbps
4	Computer Laboratory / Centers	14	14
5	ICT enables classroom	05	16
6	Printer	46	64
7	Scanner	07	11
8	Language Laboratory	01	01
9	Number of LCD Projectors	12	20



Sr. No	Particulars of Up-gradation	Years of Upgradation
1	Upgradation of Internet Bandwidth	2021
2	Website designing and development	2017 to till date
3	Smart Board with Broadband / Wi-Fi	-
4	LCD Projectors Up gradation	2010 to till date
5	Regular Up gradation of PC configuration	2008 to till date
6	Regular Up gradation (purchase/maintenance) of Printers and Scanners	2008 to till date
7	Regular Up gradation of OPAC	2016 to till date
8	Regular Up gradation of Software	2008 to till date
9	Up gradation of Language Laboratory	2010 to till date
10	Up gradation of Computer Labs	2008 to till date
11	Server R2(2 users)	2012
12	Office std 2010	2012
13	Winstrtr 7SNGl OLP NI ACdmc wth upgrade	2012
14	Turbo C++	2012 to till date
15	Regular Up gradation of Windows	2008 to till date
16	Ubuntu 18.04 LTS	2010 to till date
17	Pro/Engineer uplus bundle (20 users)	-
18	Ansys Software(50 users)	-
19	Auto cad 11 (10 users)	-
20	Windows 8 (10 users)	-
21	Windows 8.1 (20 users)	2016
22	Matlab7	2011
23	Proteus VSM software	2015

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 2.75

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Student – computer ratio	<a href="#">View Document</a>

#### 4.3.3 Bandwidth of internet connection in the Institution

**Response:** A. 750 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure

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

**Response:** 73.47

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

2020-21	2019-20	2018-19	2017-18	2016-17
113.45	108.33	122.32	154.6	189.116

File Description	Document
Institutional data in prescribed format (Data template)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

##### 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:**

The institution provides necessary infrastructure as per guidelines given by AICTE, DTE, Government of Maharashtra, and Shivaji University, Kolhapur for effective teaching and learning. The creation and enhancement of infrastructure is achieved by adopting recent technology. The institute has its own policy to gather requirements from concerned departments and sections. The budget used to be, discussed and put for approval in Local Management Committee (LMC) and Governing Body (GB) meetings. After the approval, the same is implemented.

The infrastructural facilities like class rooms, laboratories are available to the students as per the timetable. All the classrooms, seminar halls and conference halls are well furnished, and are fully equipped with ICT equipments. Library facility is available from 8.00 am to 8.00 pm (up to 12.00 midnight during examination). All the class-rooms and laboratories are optimally utilized throughout the day. The Institute has developed auditorium, cafeteria, playground, central library building, and vehicle parking facility. Presently, institute has 125 KVA generator. The institute has purchased equipments like computers, latest hardware, software, LCD projectors, furniture, air conditioners and water coolers. Transport facility is made available to the students, faculty and staff members. The college has two hostels, one for boys and

one for girls.

Silence is maintained outside the classrooms and loitering is strictly prohibited in the corridors. Students are oriented to take care of the college property. Computer is used only for academic purposes. No software outside the curriculum is allowed to use. The college has one state of the art fully air- conditioned auditorium. For drinking water supply the college has installed water purifiers and coolers which are well maintained. The support staff having technical skills looks after day to day maintenance of infrastructure.

Infrastructure facility like computer laboratory is well equipped with computers of latest configuration and internet facility. The institutional library is also well stocked with books & journals, e-learning material such as CDs and DVDs. Multimedia enabled computer system with audio facility is available to keep pace with institute's academic growth. The Institutional library provides internet facility, separate digital library section and e-journals. The Computer laboratories have latest hardware and software to match with the latest development in the field of IT. Laptops/desktops, licensed software, CCTVs, and ACs are maintained/upgraded annually. Teacher in-charges, committee conveners and office administration give the requirements of furniture to the purchase committee and action is taken after necessary review. Maintenance of the same is done annually.

Budget is allocated to every department and books are purchased as per requirements of department. All laboratories are maintained by the laboratory staff. Laboratory wastes are managed as per government norms. For timely purchase of consumable and non-consumable items in the laboratories, requirements are proposed through departmental purchase committees and the teacher-in-charges. Stock registers for purchases and utilization of consumables are maintained.

The library is marked as "Silence Zone". Shelves are provided outside the library for keeping personal belongings/bags, which is looked after by library staff. Library hours are fixed for all members and books are issued to them for limited period. Books and journals in the library are properly catalogued. Policies entail payment of fine in case of loss, damage, misuse of books and membership cards, and for late return of books.

Laboratory logbooks are maintained for the use of equipments. Safety measures and important instructions pertaining to the use of equipment inside the laboratories are displayed. Physical verification of laboratories is done at the end of each semester by a committee appointed by the Principal. The Garden Committee is looking after maintenance of garden. Maintenance includes weeding, watering, grass cutting, landscaping, beautification, etc are done regularly.

Security guards are also present at the sports ground entrance. The volleyball and basketball nets are checked regularly for any damage and to repair. Sports equipments are purchased/ upgraded as per requirement. Students use the sports ground for training purpose with prior permission and under the guidance of physical instructor. Students utilize the sports kits and equipment for practice and games from the Physical Education department. Basic fitness equipments are available for use. The college also has an open gymnasium with different gym equipment.

The college campus is a no-smoke zone. "No-Smoking" signs are displayed at various places in the campus. Cleanliness/sanitation of the entire premises is maintained by sanitation service. Dustbins are placed at various places to avoid littering. There is sanitary pads vending machine in girl's washrooms. The college cafeteria caters hygienic food to staff and students. The food menu and the rates are decided by the Canteen Committee. Annual contract for the canteen is awarded by inviting tenders online. Adherence

to norms for cleanliness, quality and hygiene of food is monitored by the Canteen Committee.

For safeguarding college property and for maintaining discipline in the campus, details of members of the Admission Committee, Students' Grievance Committee, Discipline Committee, Student Advisory Committee, and Anti-ragging Committee are displayed at the college entrance and on the website. Codes of conduct are also displayed on the website and at the entry gate.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

Response: 85.77

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

2020-21	2019-20	2018-19	2017-18	2016-17
859	1038	914	935	973

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	0

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

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

**Response:** A. All of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

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

**Response:** 53

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

2020-21	2019-20	2018-19	2017-18	2016-17
413	208	1098	968	88

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

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

**Response:** A. All of the above

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

<p><b>5.2.1 Average percentage of placement of outgoing students during the last five years</b></p> <p><b>Response: 18.29</b></p> <p><b>5.2.1.1 Number of outgoing students placed year - wise during the last five years.</b></p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>70</td> <td>84</td> <td>75</td> <td>09</td> </tr> </tbody> </table>					2020-21	2019-20	2018-19	2017-18	2016-17	100	70	84	75	09
2020-21	2019-20	2018-19	2017-18	2016-17										
100	70	84	75	09										
<p><b>File Description</b></p>		<p><b>Document</b></p>												
Self attested list of students placed		<a href="#">View Document</a>												
Institutional data in prescribed format		<a href="#">View Document</a>												
<p><b>5.2.2 Average percentage of students progressing to higher education during the last five years</b></p> <p><b>Response: 10.25</b></p> <p><b>5.2.2.1 Number of outgoing student progressing to higher education.</b></p> <p>Response: 33</p>														
<p><b>File Description</b></p>		<p><b>Document</b></p>												
Upload supporting data for student/alumni		<a href="#">View Document</a>												
Institutional data in prescribed format		<a href="#">View Document</a>												
<p><b>5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)</b></p> <p><b>Response: 68.33</b></p>														

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

2020-21	2019-20	2018-19	2017-18	2016-17
02	01	01	03	01

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

2020-21	2019-20	2018-19	2017-18	2016-17
03	02	02	04	01

File Description	Document
Upload supporting data for the same	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

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

**Response:** 46

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

2020-21	2019-20	2018-19	2017-18	2016-17
02	08	10	09	17

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>



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

#### **Response:**

Students being an important stakeholder for whom all the stakeholders are working with the aim to meet the vision of the institute. Students being an important stakeholder their representation and engagement in various administrative, co-curricular and extracurricular activities are always ensured at every level. The institute facilitates the development of the students. The students representation is always there in the committees mentioned below.

#### **Levels of student involvement:**

- **Academic and Administrative planning:**

Internal Quality Assurance Committee (IQAC): It is responsible for ensuring quality and outcome based education by considering inputs from all stakeholders for the overall development of the students.

College Development Committee (CDC):

CDC plays the vital role in accomplishing all development related activities at various levels that are satisfying requirements of students.

Departmental Academic Advisory Committee (DAAC):

Student representatives opine regarding bridging the curriculum gap and necessary action is taken.

Student Council: Upto 2016-17 Student Council was functioning as per Shivaji University norms. In place of the Student Council as per the latest guidelines of the Shivaji University the Gymkhana Committee and Cultural Committee is formed and working satisfactorily for honing the other skills of the students.

- **Discipline regulatory & Monitoring unit:**

These committees are formed to imbibe discipline among the students and there is representation of students on these committees. Under this Unit following committees are established.

- **Anti-Ragging Committee:** Awareness regarding norms, rules and regulations, are addressed with active participation of student representatives ensuring ragging free environment.
- **Student Grievances and Redressal Committee:** Focus on students grievances and resolution is done through active participation of students.
- **Woman Welfare:** Various activities are conducted for overall growth and empowerment of woman.
- **Internal Complaint Committee:** Focus on girls / women grievance and its redressal.

- **Co-curricular and Extracurricular:**

Co-curricular and extracurricular activities provides the dice for the students to showcase their managerial capacities, team building and leadership qualities. Institute always encourage these activities to foster interaction among the students fraternity.

- **Cultural Committee:** There is proactive participation of students in conduction of various cultural events.
- **Gymkhana Committee & NSS Committee:** The volunteers of NSS shoulder complete responsibilities for the successful organization of various social activities.
- **Library Committee:** It consists of student representatives. They are provided with opportunity to discuss regarding requirement of books, digital content and any up gradation to be made for synchronizing with current trend.
- **Canteen Committee:** Students provide their feedback regarding food quality, variety, cost for proper functioning of canteen.
- **Magazine Committee:** Students work under various cadres for publishing the annual magazine that showcases creativity and innovativeness.
- **Hostel and Health Care Committee:** Students provide strong support in the administration and management of hostel affairs..

- **Others:**

The student associations (CESA, MESA, ETSA, ACES) are formed by the student of various classes and managed by students only at departmental level.

There is enthusiastic participation of students in organizing, coordinating and leading the events which includes national days and Festivals like Ganeshostav, Shivjayanti which represents unity in diversity.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 9

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

2020-21	2019-20	2018-19	2017-18	2016-17
05	08	08	11	13

File Description	Document
Report of the event	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 5.4 Alumni Engagement

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

#### Response:

Yes,

DACOE Alumni Association, Karad was established in the year 2015. It is a very proactive group that has following structure

- **President** – Dr. A. M. Mulla
- **Vice President** – Prof. P. S. Mohite
- **Secretary** – Prof. P. D. Bansode
- **Treasurer** – Dr. V. M. Jamadar,
- **Members** – Mr. Swapnil Annaso Pidde, Mr. Sudhant Balasaheb Bhilare, Ms. Ketaki Rajendra Prabhune.

Alumni are an important stakeholder to contribute actively in the overall development of the Institute. Considering this the Institute has already established the alumni association in the year 2015. The Institutional alumni association is named as “Dr. Daulatrao Aher College of Engineering, Karad (DACOE, Alumni Association, Karad)” is registered with government at Charity Commissioner Office at Satara district having registration number MAHARASHATRA|15652|SATARA

The constitution / memorandum is prepared and regular activities are conducted to strengthen the relationship of alumni with alma matter. The various activities are conducted under alumni association as follows:

1. Alumni Interaction: Alumni interaction is arranged between present students and alumni to find out new technocrat's measure challenges, change in expectation of technocrats, new skills set requirement. The alumni promised to bridge the gap between academia and corporate. They have promised to help regularly so as to provide more opportunities for employment in both the national and international level.
2. Alumni provides financial support and sponsor various events which help the students to sail smoothly.

3. The alumni are actively involved in providing training and sharing the latest happening in the corporate world which boost confidence of budding technocrats.
4. The Institute is always taking the follow up with new organization through the personal contact of Alumni to invite them for campus placement.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** E. <1 Lakhs

File Description	Document
Upload any additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

**Response:**

Institute's vision and mission stated below-

- **Vision:**

To be a Competent Engineering Knowledge Centre for Socio-Economic Development.

- **Mission:**

1. Empowering students with knowledge, essential technical skills & ethical values.
2. Fostering effective interaction & networking with all stakeholders for the benefit & continuous development of the profession and society.
3. Creating professional and responsible engineers for research, entrepreneurship and leadership.

**Vision and mission of the institute are well in tune with the objectives of higher education. It is reflected through the following activities:**

1. Providing facilities like computational, central library, gymkhana, cafeteria, boys and girls hostels, big playground, etc.
2. Management encourages and supports faculty and students to generate funds/sponsorship for organizing seminars, workshops, and community initiatives and also motivate them for research activities.
3. With regular curricular academic activities, the institute organizes extracurricular activities through N.S.S., expert talk on competitive examination and personality development, experts on moral and cultural values. Institute has recently started Art Circle.
4. Introducing supplementary value added/short-term courses for students as well as for teaching and support staff.
5. The students are encouraged through group discussions, seminars and several relevant workshops under Lead College Scheme of Shivaji University Kolhapur and competitions organized by other colleges and organizations.
6. The Institute uses a feedback system, alumni network and interaction with industries, government and non-government organizations for training students in career planning, internships, and placements.
7. The Institute provides technical training, aptitude training, communication skill training and career counselling. Institute also runs career oriented courses based on global needs and provides job opportunities through placement cell.
8. The teaching programme is supported with co-curricular and extracurricular activities, remedial coaching and environmental studies.
9. Interaction with students is a continuous process through mentoring scheme in the institute. Students in batches and teachers (respective mentors) meet to discuss issues and seek feedback

about various problems and concerns.

10. Teachers play an important role in the management and decision-making bodies of the institution. In addition to their teaching responsibilities, they also participate in administrative and executive processes.
11. Strengthening relationships with alumni and other important stakeholders for fund mobilization, business ideas, placement opportunities, and career options.
12. Teacher's representation is in the governing body and as conveners and members of several committees.
13. Excellence is also promoted by honoring deserving students with awards and providing scholarships to the needy and meritorious students.
14. New infrastructure and equipment's, renovation of laboratories, training of staff etc. have been facilitated for effective implementation of updated systems in the institute.
15. The institute has well-thought continuous internal evaluation process. The evaluation reports are discussed with parents and students and are maintained for further reference.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

#### Response:

The institute continued with decentralization practices and participative management in various levels described as follows.

- The Institute encourages and follows culture of decentralization and participative management by involving all staff members in various administrative roles.
- Institute has vision and mission that are futuristic in nature. They satisfy the needs of society through the involvement of each one in the process. The governance comprising of Governing Body (GB), Local Management Committee (LMC) now termed as College Development Committee (CDC), Department Academic Advisory Committee (DAAC) and Internal Quality Assurance Cell (IQAC) play a significant role in the evolutionary reforms towards positioning the institute in the most preferred list of all stakeholders. The institute believes in promoting a culture of the delegation of powers through strategic policies.
- The Head of the Institute is assisted by Vice Principal, HODs, Administrative Head, Section in charges and coordinators of various cells/committees in the decision-making process of the institute.
- Faculty and staff are assigned with the roles and responsibilities to work in a harmonious environment with complete transparency.
- Committees comprise of teachers, non-teaching staff and students. Some committees are statutory and the rest are formed for good governance.
- IQAC under Dean Academics has a well-developed process to ensure quality benchmarks of

academic to meet the requirements of accreditation body like NAAC and NBA.

- The Placement and Industry Institute Interactions of the Institute is coordinated by the Dean Industry Institute Interaction, the Training and Placement officer, and the Team of Placement Coordinators for each of the Department.
- The Activities related to the Research and Consultancy at the institute are governed and monitored by the Dean Research and Development.
- Fair representation of women faculty is also ensured at all levels of organization and healthy environment is fostered for all. Based on the Vision and Mission of the institution, we believe in the involvement of all staff in decision making and implementing the decentralization policy.
- Every committee prepares its action plan and implementation strategies.
- The institutional activities and working is carried out through various committees like admission, time table, examination, purchases, welfare etc.
- A report of activity is prepared by each committee at the end of every activity and is submitted to the Principal.
- To streamline the same, various committees at the institute level are formed which look after academic and administrative activities which lead to the realization of the vision and mission of the institute. Every employee at all levels has an opportunity to contribute their innovative ideas leading to improved processes and good results.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

#### Response:

- The Perspective Plan is prepared based on the vision and mission of the institute to provide quality higher education, research and to develop skill-oriented human resources. The perspective plan visualizes the growth of infrastructure corresponding to improve the academic and supporting facilities for the students is one of the measures recognized by the Perspective Plan. The Institute tries to go ahead with this perspective plan as a roadmap for overall development of the students and the institute.

#### Specific Objectives and Goals of Perspective Plan:

- To introduce more short term, value added, and skill-based courses
- To strengthen research facilities and to motivate faculty to involve research projects and to publish research papers in UGC care list journals
- To apply for AICTE, DST, UGC, university grants for financial support.
- To increase the participation of students in research through field projects, in-house projects, and research papers in conferences.



- To establish functional MoUs, collaborations, linkages with different industries and institutes for student training, on-the-job training, field trips, placements, etc.
- To organize national /international seminars on recent trends.
- To establish the well-structured feedback system.
- To take initiative for the development of an eco-friendly campus.
- To improve facilities for indoor sports and cultural activities.
- To augment students support facilities.
- To strengthen Training and Placement Cell by arranging the various trainings and hosting placement drives.
- To conduct extension activities with the help of a local community and other stakeholders through NSS.

File Description	Document
Strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

#### Response:

- The Institute is permanently affiliated to Shivaji University, Kolhapur and is governed by Governing Body(GB) of G.K Gujar Charitable Trust, Karad.
- At Sanstha level the Institute is governed by the Chairman, Vice-Chairman and the Secretary.
- At the Institute level, the Head of the institute is at the apex of the internal administration and is assisted by the Vice-Principal, Registrar, HODs, staff members, and IQAC. The apex body of the Institute is “College Development Committee (CDC)”.

#### Administrative Setup:

- The administrative setup consists of the Principal followed by the Vice-principal, Registrar, Office Superintendents, Head clerk, Junior Clerks, Assistants, Attendants, and Peons.
- The structure of departments consists Head of Department, Professors, Associate Professors, Assistant Professors and supporting staff.
- The formal organizational structure of the library includes the Faculty In-charge of library, Librarian, Library Clerk, and Library Assistant.
- Organization structure of the Department of Physical Education and Sports includes a Director of Physical Education and an attendant.

#### Service Rules:

- For the service conditions and rules, the Institute follows the rules and regulation laid down by Shivaji University, Kolhapur, Government of Maharashtra, and AICTE, New Delhi.



**Recruitment Process** (as per University Norms)

1. Post Sanction: Sending proposal to Shivaji University to get the post sanction as per prescribed format given by Shivaji university (as per Sanction Intake and roster wise).
2. Publishing advertisement in newspaper/magazine and on Shivaji University website.
3. After publishing advertisement, institute sends the letter to University for allocation of Selection Committee. Also, sends a letter to DTE and The Assistant Educational Adviser, Ministry of Education and Social Welfare, Western Regional Office, Mumbai to appoint their representative to conduct interview.
4. Also as per Compulsory Notification of Vacancies Act, 1959 institute sends the information in the form of Notification of Vacancies to the University Business and Guidance Center and takes the list of eligible candidate from Employment, self-Employment and other Concern Government offices.
5. After 15 days institute scrutinize all received applications by appointing experts.
6. After getting suitable date from the chairman of the University Selection Committee institute sends the call letters to eligible candidates mentioning date, time, and venue.
7. Interview process is to be carried out in a formal manner.
8. Sending proposal of recommended candidates along with all necessary documents to the university for final approval.
9. Appointment of approved candidates.
10. If required few faculty members are also recruited at institute level

**Mechanisms for Grievance Redressal:**

- The Institute has an Internal Complaint Committee, Anti-ragging Committee, Disciplinary Committee and Grievances Committee for timely redressal of the student and the faculty grievances.

**a) Student's direct access to authorities** – Students can directly approach the Principal, the Vice principal, and Head of the Departments to put up their grievances.

**b) Students suggestion Box** – The students can drop in their complaints in written form in the suggestion boxes kept in the campus.

**c) Open Discussion with employees** - Primarily, the Principal, the Vice-Principal and the Registrar resolve the grievances of employees through open discussions.

**d) Through institute website.**

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution webpage	<a href="#">View Document</a>

**6.2.3 Implementation of e-governance in areas of operation**

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

**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
ERP (Enterprise Resource Planning) Document	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

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

**Response:**

The institute implements several policies that supports welfare of teaching and non-teaching staff.

The Institute provides:

- A moral, healthy and competitive, academic driven, student centered, supportive and professional work environment to its faculty.
- All the service conditions are as per the government of Maharashtra MCSR
- Encouragement to present and publish research papers.
- Registration fees, TA/DA provided for attending Workshops/ FDP/ STTP etc.
- A chance to get higher education.
- Gratuity for teaching and non-teaching staff.
- Availability of health care facility at K. N. Gujar Hospital Karad.
- ATM facility is made available in the campus.
- Hostel facility
- The institute also provides various leaves like Casual leaves, Medical leaves, Special leaves to both teaching and non- teaching staff members.
- The institute gives concession in fees to the wards of employees who take their admissions in the institute.
- Seminars, training programs, FDPs are organized by the institute for faculty enrichment purpose.
- Festival bonus is distributed to eligible employees.
- The institute provides training on laboratory skills, fire safety, and first aid for technical/non-teaching staff.
- Encouragement to get computer skills to non-teaching staff.
- Recreation programs and sports are arranged.
- Staff quarters are available in campus.
- Canteen facility.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 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:** 29.31

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

2020-21	2019-20	2018-19	2017-18	2016-17
14	12	33	19	19

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

### 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:** 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	<a href="#">View Document</a>
Reports of Academic Staff College or similar centers	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

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

**Response:** 49.11

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

2020-21	2019-20	2018-19	2017-18	2016-17
44	39	24	24	25

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	<a href="#">View Document</a>
IQAC report summary	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>

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

**Response:**

The institution has performance-based appraisal system for the assessment of teaching and nonteaching staff. The performance of each employee is assessed annually at the end of academic year. The appraisal report is based on the annual performance of the employees on the basis of their academics and extra-curricular activities.

The performance of the faculty is evaluated on professional contribution to academics, contribution to short-term training courses, performing invigilation duties, membership in institute administrative bodies

such as Academic Council, R&D Council, Planning and Development Committee, NBA, NAAC, BOS, etc. Financial support to the faculty is rendered with the motive to enhance or upgrade their knowledge through their participation in conferences, workshops, publications in Scopus indexed journals, book or book chapter publication, sponsored projects consultancy, research supervision, awards, honors, fellowships, etc. The above set performance appraisal report is filled by employee in a given prescribed proforma that includes all the above said points. Filled form is revised by HOD to assess the attitudinal / behavioral / professional traits of the faculty concerned.

#### **Performance appraisal system for teaching-staff:**

The institute has Academic Performance Indicator (API) for the teaching staff following UGC regulations, 2010 and four amendments thereafter. Currently the institute follows the guidelines of AICTE regulation. Every academic year HOD collects the API forms from all the faculty members. The faculty performance is assessed by the HOD and the Principal on the basis of API and take necessary action for the improvement.

#### **The teacher's performance is assessed for:**

Category I: Teaching, Learning, and Evaluation Related Activities

Category II: Co-curricular, Extension & Professional Development Activities

Category III: Research and Development.

Category IV: Additional Work (Admission and IRG)

#### **Performance appraisal system for non-teaching staff:**

**Confidential reports** – The overall performance of the non-teaching staff is evaluated by the registrar, heads of the concerned departments and the confidential report is submitted to the Principal for the final evaluation

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## **6.4 Financial Management and Resource Mobilization**

### **6.4.1 Institution conducts internal and external financial audits regularly**

#### **Response:**

Financial planning and management is the foresight of the institution in strategizing its growth and development activities. The institution has a strong financial management system. All the expenditure

incurred in the institute is maintained by the accounts department and duly submitted to the government from time to time. The institution conducts regular internal audits from the authorized auditors. The institute has established mechanism for conducting external audit in every financial year to ensure financial compliance. An external auditor appointed by the parent trust executes the statutory audit. Statutory financial audit is conducted in the month of April /May. Finalization of the account is in June/July and audited statements are prepared in June/July duly signed by the Principal, Secretary of the trust and chartered accountant. No major objections are found in the audit by the statutory auditors and minor audit suggestions are compiled.

The annual budget is prepared and proposed at the beginning of financial year, for recurring and non-recurring potential income and expenditures involved for the year. The departmental budget proposals of the requirement are also prepared and are submitted for the approval of the GB. Mobilization of funds in the institute is through resource and fund mobilization policy. The primary source is through collection of tuition fees. In addition, revenue generated through the financial grants obtained through external research projects and revenue generated through the consultancy works carried out by the faculty.

**External Audit:** Certified external auditor is appointed to audit regularly. The institute auditor conducts the audit of accounts annually, scrutinizes and verifies all payments, receipts and journals vouchers of the transactions, cash books, ledger account, and all bank accounts. The auditors prepare and submit the income and expenditure statements and balance sheet and depreciation statements, and the reports are submitted to the management.

S.N	Year of audit	Date of audit	Type of audit	Auditor
1	2015-16	30/06/2016	External	B.R.Sawant & co.(CA)
2	2016-17	31/08/2017	External	B.R.Sawant & co.(CA)
3	2017-18	27/08/2018	External	B.R.Sawant & co.(CA)
4	2018-19	24/08/2019	External	B.R.Sawant & co.(CA)
5	2019-20	18/11/2020	External	B.R.Sawant & co.(CA)
6	2020-21	23/10/2021	External	B.R.Sawant & co.(CA)

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 22.94

##### 6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year-wise



**during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
5.31	4.36	4.48	7.58	1.21

File Description	Document
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

**6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources****Response:****Mobilization of Funds:**

The main financial resource for the institute is tuition fee. It is fixed and based on the preceding, the previous year's expenditure. The institution furnishes all the relevant details of the expenditure and projections for every year to the State Fee Regulatory Authority which fixes the tuition fee of the institute every year. Hence, the major resource mobilization depends on the fee fixation done by the State Fee Regulatory Authority. Whenever there is deficit, Trust provides necessary funds.

**Strategies for Mobilization of Funds:**

- Prior to the academic year, Principal and Heads of Departments prepare the institute budget.
- The institutional budget includes recurring expenses such as salary, electricity and internet charges, stationary & other maintenance charges.
- It includes non-recurring expenses such as lab equipment purchases, furniture, and other development expenditures.
- The budget is scrutinized and approved by the management and Governing Council.
- Accounts department and Purchase Committee monitor whether expenses are exceeding budget provision.

**Utilization of Funds:**

- Adequate fund is allotted to employee's salary.
- Sufficient funds are allotted for effective teaching-learning practices that include induction and orientation programs, workshops, inter-disciplinary activities, training programs, refresher courses, faculty development programs, conferences etc.
- Adequate funds are used in purchase lab development equipment.
- Sufficient funds are utilized for development and maintenance of infrastructure.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 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 try to inculcate values, ethics, educational quality and skills in students through a persistent focus on imparting quality education, through its innovative, comprehensive and outcome-based education policy. The IQAC at Institute has formed team to implement a feedback system for students. The feedback submitted online is analyzed, and measures are taken to reform and redressal. It helps in upgradation of teaching-learning processes and development of institute. The online feedback mechanism at the institute offers a self-assessment procedure that is integral in improving academic and institutional development.

The Academic Audit is done by concern departments and regular audits of all stakeholders meant that there is an efficient system in place to further enhance quality. IQAC encourages teachers and students to attend workshops, present papers in national and international seminars on quality issues and conducts sessions related to quality sustenance on campus.

Two practices institutionalized at our institute with IQAC initiatives are: (i) Academic and Administrative Audit of Departments and (ii) Feedback Mechanism.

#### I. Academic and Administrative Audit (AAA):

The IQAC initiated the Academic and Administrative Audit (AAA) primarily to take account of teaching-learning processes in all disciplines and to institutionalize documentation and record-keeping of all academic and administrative matters of every department. The administrative/ financial audit is carried out through external agency. The internal academic audit is conducted by academic coordinators every semester for fulfillment of IQAC-driven practices toward quality assurance. The audit evaluates the following procedures in teaching-learning process and laboratory practical's.

- The academic coordinators assess the documents related to preparation of academic calendar, selection of papers to be taught, timely distribution of time-table, submission of lesson plan, teaching methodology, use of ICT tools, etc.
- Documents of internal assessment, policy for answer book moderation, and analysis of the results of end-semester examinations are examined meticulously.
- The auditors also determine if the laboratories in the institute follow proper procedure, conduct stock verification of laboratory equipment and consumables, and examine the status of the AMC of equipment.

The institute by virtue of having a self-domain name and subscription of Google services gets the benefit of Google G-Suite which enables all the teachers and staff having Gmail accounts in institute domain, use



and utilize excess of benefits offered by G-suite. This helped institute in getting empowered and being tactful in responding to COVID-19 pandemic situation.

## II. Feedback mechanism:

The IQAC at our institute has implemented a feedback system for students based on institutional parameters such as curriculum delivery and pedagogy, discipline and environment, staff and support, and so on. Feedback system is crucial to institutional progress as it allows self-reflexivity and reform. The feedback submitted online is analyzed, and measures are taken to initiate reform and redressal on a regular basis annually. This mechanism has helped institute a lot to fill in the loopholes present in the teaching, learning, placements, and overall facilitation of outcome-based approach. The online feedback mechanism at our institute offers a constructive self-assessment procedure integral to fostering and enhancing academic excellence and institutional development.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

### Response:

The Academic Audit, the primary teaching-learning review conducted every semester by each department. All departments in the institute follow the norms such as: timely submission of workload requirement for forthcoming session, timely distribution of time table among faculty, course completion according to lesson plan, academic and extracurricular work delegation within the department, use of ICT in teaching practices, identification of strong and weak students, analysis of end-semester examination results, and so on. Review of learning-outcome takes place by evaluating student interactions in classroom, participation in various activities, and their performance in internal assessment and end semester examination. The evaluation of student is done through tests, assignments, presentations, and projects.

Two institutional reviews and implementation of teaching learning reforms facilitated by the IQAC are:

### I. Academic Diary:

For the proper planning of teaching, each teacher is provided with an academic diary that contains timetable, annual/semester wise teaching plan, workload, syllabus completion summary, and academic/administrative committee responsibilities. Every teacher has to maintain an individual Academic Diary to record the day to day teaching-learning activities. The Academic Diary gives an overall summary

of the topics covered by the teacher in each class per course, per semester. The individual teacher's diary is verified by HoD of the concerned department and is then submitted to the principal for final assessment. The principal monitors the overall teaching performance of the teachers through the verification of the diary and intermittent class observation.

## II. Adoption of New Technology for Teaching-learning enhancement

On the basis of the feedback received from faculty and students it was envisaged that there was a need for introducing the usage of new technology for teaching-learning process. Taking this into account, the IQAC has taken efforts to improve the facilities:

- Use of ICT in teaching and learning is encouraged
- IQAC has organized NAAC sponsored national seminar
- Internet and Wi-Fi facilities are improved.
- LCD projectors installed in classrooms.
- Software's are made available for students.
- Faculties encouraged to develop learning resources.
- Projects are assigned to students to develop ICT based teaching-learning resources.

Review of learning-outcomes takes place by evaluating students' interactions in classroom, participation in various activities, and their performance in internal assessment and end semester examination. The evaluation of students done through tests, assignments, presentations, and projects. The IQAC encourages use different teaching-learning methodologies. The use of ICT in teaching practices are promoted. In COVID-19 conditions, teaching-learning has been supported by various virtual platforms. These tools are used to share video-lectures and interactions with students, sharing study materials, and assessing assignments. To complement curricular learning, experiential learning takes place through educational tours, industrial visits, field visits, skill-based workshops, and webinars. Apart from this, career building programs organized by the Placement Cell. Add-on courses in various departments, and other skill-enhancement activities have also sharpened the skill sets of students.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 6.5.3 Quality assurance initiatives of the institution include:

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

**Response:** B. 3 of the above

<b>File Description</b>	<b>Document</b>
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Institutional data in prescribed format(Data template)	<a href="#">View Document</a>
Paste web link of Annual reports of Institution	<a href="#">View Document</a>

NAAC

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

##### Response:

The institute believes that gender equity boosts the progress of society. Hence the campus is free of sexual harassment and ragging. The Institute is deeply sensitive towards gender equity and behavior towards fellow students. Numerous initiatives are undertaken to provide a safe and discrimination free environment for students. This promotes positive perception among all its stakeholders.

1. Safety and security
2. Counseling
3. Common Rooms
4. Day care center for young children

##### Facilities and provisions for safety and wellbeing of women in the campus:

- There is a separate common room for girl students with all necessary facilities like a sanitary napkin dispenser.
- CCTV cameras are installed at strategic locations for continuous surveillance and security in the premises.
- The Institute has a Student Grievance Committee to address issues related to harassment. It is formed by following AICTE guidelines.
- In addition to the above, the Institute has an Anti Ragging Committee and Discipline Committee, to ensure safety and to protect the interests of students.
- Relaxation in fees for financially weak students (especially female students) is one of the many initiatives by the Institute
- Safety ensured girl students hostel located within the campus.
- Apart from these facilities the entire learning environment of the institute is geared up towards nurturing discrimination free campus. All the stakeholders of the institute take willing part in this mission.

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

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

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

**Response:** B. 3 of the above

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>

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

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

**Response:**

#### **Solid waste management:**

In the institute solid waste collected in dustbins that are there for wet and dry solid waste separately. The solid waste is transferred to Banvadi Grampanchayat Solid Waste Management Plant. The processing on the solid waste is done by Banvadi Grampanchayat independently. In association with Banvadi Grampanchayat, We are continuously and actively participating in the various campaigns such as Swacha Bharat Abhiyan, Tree Plantation etc.

#### **E-waste management:**

In our institute, E-waste is collected through standard procedure defined by institutional Maintenance cell and Computing Facility. The E-waste collected from all departments is transferred to Galaxy InfoTech, Karad. Required processing on the E-waste is done by Galaxy InfoTech, Karad independently. We have the collaboration with galaxy InfoTech, Karad to extend experience in recycling and disposing E-waste in environmentally safe manner.

File Description	Document
Geotagged photographs of the facilities	<a href="#">View Document</a>
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>

**7.1.4 Water conservation facilities available in the Institution:**

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

**Response:** B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>

**7.1.5 Green campus initiatives include:**

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

**Response:** A. Any 4 or All of the above

File Description	Document
Geotagged photos / videos of the facilities	<a href="#">View Document</a>

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

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

**Response:** A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Certification by the auditing agency	<a href="#">View Document</a>
Certificates of the awards received	<a href="#">View Document</a>

**7.1.7 The Institution has disabled-friendly, barrier free environment**

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

**Response:** B. 3 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Details of the Software procured for providing the assistance	<a href="#">View Document</a>

**7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).**

**Response:**

The institute takes several measures in providing all inclusive environment in the campus.

**Measures for equal opportunities:**

The institute strictly follows the reservation policies laid out by the Government of India in admissions of students and appointments of teaching and non-teaching staff.

The National Service Scheme (NSS) volunteers assist in Swachta Bharat Abhiyan Programme and tree Plantation activities in the villages in the vicinity of the college.

Students from lower socio-economic spectrum are granted fee concessions. The institute also runs several financial assistance schemes and scholarships provided by the Government of India, State Governments and non-government organizations.

Mentor-mentee meetings are held regularly and students are encouraged to share their problems – academic or personal – with their mentors. Dedicated teacher-mentor is assigned to student groups.

**Promotion of diversity and inclusivity:**

Institute promotes cultural diversity and inclusivity on campus. In an effort to unite all, many events are organized. Some of them are:



Annual gathering	
Traditional day celebration	
Late Bhai Gujar Chashak (Cricket Tournament)	
File Description	Document
Any other relevant information.	<a href="#">View Document</a>
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

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

#### Response:

The institute has taken initiative to sensitize and inculcate values, rights, duties, and responsibilities of citizens through activities mainly organized by National Service Scheme (NSS), Staff/Student Grievance Committee, Anti-ragging Committee, Discipline Committee, departments, and various student clubs.

The institute takes consistent efforts to inculcate values in students. The institute always put its best efforts towards overall development of the students by organizing expert lecture on “Universal Human Values” in early days of their engineering education. FY students are engaged in the course “Ethics in Engineering Practices” that helps in the holistic development of students. Sensitization of students and employees towards the constitutional obligations is done through extra-curricular activities by conducting program such as cybercrime workshop that sensitizes the students about the constitutional obligations

The institute creates awareness about Human Rights by displaying the Preamble of the Constitution building corridors. The institute takes care of protection of human rights. We supervise the developmental activities for women’s rights and gender equity. The sensitization is done through various activities like celebration of Women’s Day and Constitutional Day. Voting awareness program is conducted to make students aware about voting rights and it also helps to enroll their names in the voters’ list.

Students and employees are sensitized about constitutional obligations related to duties and responsibilities through the activities like tree plantation, Swachh Bharat Abhiyan, conservation of historical monuments. Throughout the year, NSS conducts activities such as visits to historical places, tree plantation, conducts student camps etc. in order to imbibe values and responsible behavior among students. NSS unit regularly organizes various activities and annual residential camps to sensitize students about social responsibility. It also extends support through Unnat Bharat Abhiyan in which students carry out the survey of socio-economic problems of the rural areas in the vicinity of the institute. NSS take remarkable efforts to celebrate Independence Day, Republic Day, Yoga Day, and birth anniversaries of great national heroes etc. to revive the national spirit, duties, rights and responsibilities stated by the constitution.



Comfortable common rooms for girl students are there in the campus to facilitate them in their college hours. Sports department motivates girl students to participate in sports and games competitions. Many of the students represent our institute at zonal level.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Details of activities that inculcate values; necessary to render students in to responsible citizens	<a href="#">View Document</a>

**7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

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

**Response:** A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims.	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>

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

**Response:**

Dr. Daulatrao Aher College celebrates national and international commemorative days to inculcate constitutional responsibilities, to instill patriotic spirit and to foster unity among faculty and students.

- Independence Day and Republic Day are celebrated in the college by hoisting the Indian national flag and by organizing Blood donation camp particularly on 15th August every year.
- International Women's Day is celebrated on 8th March. On this occasion, Guest lectures are organized in the institute to encourage women-empowerment. The Women's Development Cell promotes gender equity within and outside the campus.
- International Yoga Day is celebrated every year on 21st June to mark the importance of health and discipline among students and faculty.

- No vehicle day is celebrated in the institute to reduce air pollution and to promote walking and cycling along with sensitizing towards environmental issues..
- Important environment-related days are commemorated at Dr. Daulatrao Aher College to create awareness about environment and conservation of natural resources. On these days college organizes various programs tree plantation and rally of students to create awareness about environment.
- The institute actively participates in the Swachh Bharat Abhiyaan. We ensure cleanliness and hygiene in the campus.
- World Science Day is celebrated every year in the institute to highlight the importance of science and to sensitize all about emerging science issues through activities like debates, poster presentation and science exhibition.
- Shiv Jayanti is celebrated every year in February to honor the great Maratha emperor Chhatrapati Shivaji Maharaj.
- Ganesh festival is celebrated every year in the institute. The festival marks the birth of Lord Ganesh, the god of wisdom and prosperity.
- National Youth Day is celebrated on 12th January to honor the ideals and thoughts of Swami Vivekananda who had tremendous faith in youth.
- “Youthosav” (annual cultural gathering) is organized every year to provide a platform for students to showcase one’s unique talent and is important in the holistic development of the students.
- A welcome function of First Year students with parents and teachers is arranged every year. It also orients them with the institute and to get acquainted with other students and staff members. It also gives an idea to parents about various academic and administrative practices of the institute.

File Description	Document
Geotagged photographs of some of the events	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## 7.2 Best Practices

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

**Response:**

### **Best Practice 1**

#### **1. Title of the Practice**

Student skill development Cell

#### **2. Objectives of the Practice**

1. To provide adequate training with respect to the major courses.
2. To create opportunities for the development of intellectual capacities and for overall personality development.
3. To improve students' technical skills, academic performance and to engage them in the present scenario.

### **3. The Context**

Students from vernacular backgrounds need additional training in skill enhancement expected by recruiting companies and for better academic performance. Many students get admitted as lateral-entries (i.e., DSY students), who need more grooming to perform at-par with regular students. Though students are technically strong, due to mother tongue influence they are not able to speak fluently in English, so we take efforts right from first year, to provide requisite training to them. It improves their prospects of getting recruited in desired companies. At the same time, it addresses students' individual differences and helps to develop skills, such as critical thinking, communication and analytical skills and helps in continually developing at all stages of life. Educational systems in the institute are enabling and encouraging students to build their own interdisciplinary pathway. This approach ensures to foster love of learning and ignites a spark of enthusiasm among students.

### **4. The Practice**

Most of the students taking admission in engineering are looking for an immediate job as a career option after completion of their graduation. The major challenge here is the academic eligibility criteria for a placement opportunity (the industry expects minimum of 60% marks at 10th, 12th, and graduation level aggregate). The college takes sincere efforts to improve their academic eligibility. Remedial lectures for tough subjects, personal counseling to boost confidence, practice tests and viva are organized to enhance their academic performance. The institution takes round the year efforts for improving their academic performance and interpersonal skills. For the development of these skills institution organizes various activities. Accordingly, a dedicated Skill Development Cell was established in the year 2017. The main objective of the Skill Development Cell is to bridge the gap between academia and industry and to train the students for the required skill sets. The students are trained on Employability Skills that are required in the industry and educate them on entrepreneurship skills. Some of our students are well known entrepreneurs. The students are trained from first year to final year as per the current industrial requirements. The institute has tie-up with various agencies and trainers for the specific training programs for the students. These agencies train the students on the areas like Aptitude Skills, Soft Skills, Technical Training, Resume building and Mock Interview. We also conduct guest lectures and sessions on the various topics. These trainers train the students from first year to final year. Apart from the regular classes, students are also provided industry readiness training for 15 days as per the students' demand. It has shown a gradual increase in the placements. Many of our students get job (before they complete graduation) offers from the companies of repute like, TCS, Infosys, Wipro, Amdocs, Atos Syntel, Tech. Mahindra, Cooper Corp, Emerson, Cognizant, CapGemini, etc. There are several students who opt for the internship. Hence, in Student Skill Development cell assist such students to go through the process and help them in becoming successful. Through various assessments and surveys to identify gaps and offer suitable guidance for enhancing the competency development of the students.

### **5. Evidence of Success**

#### **Student skill development Cell:**

Mr.V.V.Rangate (Assistant Professor)

Mr.P.D.Bansode (TPO)

Mrs. S. N. Wangikar(Assistant Professor)

Mr.S. P. Chavan(Assistant Professor)

Ms.S.P.Kakde(Assistant Professor)

### Placement Record 2020-2021

Sr.No	Branch	Company Name	Total Placed Students
1	CSE	Wipro	69
		Amdocs	
		TCS	
		RK INFO	
		SoftcareTechnocraft	
		Pentagon Space Pvt.	
		Infosys	
		Cognizent	
2	E&TC	RK INFO	17
		Softcare Technocraft	
		Qspiders	
		Pentagon Space Pvt.	
		TCS	
3	CIVIL	Chegg India	04
		Just Dial	
		Qspiders	
		Pentagon Space Pvt.	
4	MECHANICAL	Chegg India	20
		Just Dial	
		Qspiders	
		Pentagon Space Pvt.	

### 6. Problems Encountered and Resources Required

All the students could not afford the expenses of training by the external or private agencies . The institute supports financially poor students by offering affordable skill development programs and training in-house.

Resources Required:

- Professional trainers for imparting training in soft skills & aptitude.
- Resources to conduct training i.e., video lectures, online exams for practice purpose, company-specific mock tests, etc.

## Best Practice 2

### 1. Title of the Practice

Environmental Consciousness & Sustainability

### 2. Objectives of the Practice

Students should be made conscious about environmental issues at present and awareness among them should be created about its sustainability for future generations. The institute has taken care that development should be sustainable.

At DACOE, we strive to create a model of education that is based on compassion and mindfulness towards all living things. The Green Campus initiative began with an objective of fostering a culture of eco-friendly practices and making the campus environmentally sustainable. We aim to develop the campus that will be plastic free, produces minimal waste, conserves energy, protects biodiversity and practices self-sustainability in areas of power, water and cleanliness. This is a collective endeavor and responsibility of our students and staff.

### 3. The Context

The rate of environmental degradation in the 21st century industrial and consumerist society is alarming. DACOE has been constantly working towards creating and maintaining an eco-friendly and clean campus. The campus of Dr. Ashok Gujar Technical Institute's Dr. Daulatrao Aher College Of Engineering is categorized as an educational building, hostels, playgrounds, lawns and gardens. A huge area is left in its natural form and acts as a natural habitat for biodiversity. The variety of species of grass, herbs, shrubs, and trees are planted also it helps in recharging of groundwater.

### 4. The Practice

The institute is aware of the fact that higher education institutions have to play a significant role in inculcating environmental awareness among the students. In doing so arresting environmental degradation is highly required. It is duty of every technocrat to contribute towards development of world without deterioration of nature. The institute is working towards making the campus "Ecofriendly" with the help of Women Cell, NSS, and other units of the institute who take consistent efforts to keep the campus green.. The environmental science course coordinators conduct project work with the students on various problems. The committee members emphasize the fact of eco-friendly environment. The students and staff also take care in making the campus polythene free zone. The institute has an eco-friendly campus of 11 acre. Most of the land is empty that provides an opportunity in enhancing the eco-friendly campus,

The following work has been done in the campus that helps in inculcating environmental consciousness & sustainability.

- Plantation of Trees on the large scale in the college campus.
- Solar street lights are proposed.
- Use of LED Bulb inside the campus.
- Cleanliness programs are conducted regularly by NSS.
- Maintenance of garden and play ground by students, program officers, and sports in charge respectively.
- Encouraging to students and teachers to save electricity, save papers and save water.
- Single use of Plastic awareness program.
- Students staying in hostels use college campus for running, walking and playground for sports activities every day.
- Staff and students are advised to turn off lights and fans while leaving rooms.
- Language lab, smart class, and other science lab are located where sunlight sufficiently reaches. Campus building has good ventilation and natural light arrangements.
- Playground and other land pitcher rainwater percolates that recharges the bore-well water table.
- Various types of trees have been planted to keep environment eco-friendly.
- Parking lot is located near the entrance gate that helps to avoid carbon emission of vehicles in the campus. No vehicles day is celebrated at campus.
- NSS conduct extension activity for local community to create awareness and consciousness.
- The E-waste generation is minimal in the campus. The used computers and peripherals are exchanged under buyback schemes.
- Celebration of International Yoga Day and Yoga Shivar are regularly arranged in the campus.
- We run anti-tobacco campaign to make the campus Tobacco free.
- The institute organizes group discussions and lectures to highlight the adverse effect of tobacco on the human health.

## 5. Evidence of Success

Following tasks are carried out inside the campus of institute.

- Tree plantation drives are carried out annually.
- There are varieties of medicinal plants in the campus that generate refreshing feelings.
- Solar Panels are placed in some areas of the campus. Special attention is given towards campus cleanliness, water management, and waste management and so on.
- Use of LED Bulb inside the campus.
- Cleanliness programs are conducted.
- Various species of birds can be seen in campus.

## 6. Problems Encountered and Resources Required

The pandemic has adversely affected our ongoing green initiatives. Maintenance of greenery in campus was difficult due to the unavailability of manpower that was impacted by the lockdown.

Now the condition in the campus is improving gradually. Students and staff are more aware about clean surroundings. Consistency and patience will definitely bring attitudinal change in the society through sincere efforts by students and staff.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Best practices in the Institutional web site	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

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

##### Response:

Academic and sports complement each other, and it has been long forgotten by parents and students alike the significance of both in the growth of a student. Sports and academic learning if carried out together increases the potential and eventually shapes the personality of a student. Education is merely a way to gather knowledge and to improve 'academic' skills, whereas sports imbibe within a student the qualities of leadership, sharing, tolerance, and team-spirit. In today's world, both are equally important and are indeed the two faces of the same coin. Some students who want to become engineers, doctors and such, skip on sports during their college life. Since they are burdened with studies and are in a constant state of nervousness, their physical activity declines, and they start getting frustrated. It is imperative for students, to find an institute that provides attention towards the physical well-being of the students. DACOE focuses on the overall development of students. With a well equipped gymnasium, the campus provides facilities for both indoor and outdoor sports. Utilization of sports in education and training is a holistic and multidimensional issue. Through sport activities it's easy to start communication with students having multicultural background. AGTI's Dr. Daulatrao Aher College of engineering, boasts of an excellent performance in the field of sports and games. Students are provided rigorous and professional training in different games in the college campus. Students are provided with ample opportunities to exhibit their abilities in sports. They are trained by Physical Directors to participate in the sports events conducted at various levels. Sports and games are organized by the DACOE to enable the students to identify and exhibit their caliber. It induces morality and discipline among them. About 40% of students are involved in various sports activities.

The college boasts of a number of indoor as well as outdoor facilities for training and practice of the students, a majority of them belongs to rural background. The institute provides them a state of the art, gymnasium, table tennis, badminton, khokho, swimming, chess, volleyball, wrestling, kabaddi, taekwondo, cross-country, carom, boxing and basketball courts for a consistent training. Maintaining its past tradition of encouraging the collaborative initiatives in sports, the institute organizes the State level Inter College Cricket Championship. Both girls and boys cricket teams take part in various tournaments like All India Inter-University Level Championships of chess, cricket, khokho and so on. The overall tally of ranks secured by our students in the various sports at the, university level, zonal sports and inter zonal sports is remarkable. Students have won medals in games like swimming, chess, basketball, Taekwondo and cricket. Resource persons were invited for practice sessions, guidance, and workshops

The team/individuals facilities at the campus for

##### 1. Training



2. Coaching

3. Technical Support

6. Library

7. Professional Interaction with experts.

8. Recreational activities/ Leisure activities.

The institute has organized one day workshop on importance of sports on 10 January 2017, in presence of special guest VICE-CHANCELLOR of SHIVAJI UNIVERSITY, KOLHAPUR, Dr. Devanand Shinde, Guests Dr. P N Deshmukh, Prof.S.G.Banve. Sports in charges of 75 colleges have attended the workshop. The objective of organizing such workshops in the campus is to create awareness about importance of sports, physical as well as mental health among students. Shivaji University, Kolhapur has sponsored the workshop.

The college has well maintained playground and well-equipped gym for the students to practice and maintain their fitness. The athletes are trained exclusively by experienced trainers to excel in their games. Travelling allowance, dearness allowance, and sports suite is provided by the institute for the athletes to encourage them to indulge actively in sports. Re-examination are organized for those students who are involved in higher level sports. The winners are felicitated and honored during Annual and Sports Day Celebrations. Active students work harder towards their goals, and they imbibe the philosophy of never giving up which helps them achieve their aims. Playing games keeps you fit, both mentally and physically. Sports usually help students frame a better perspective towards life, and induce a feeling of competitiveness which is eventually good for their professional careers. Sports persons are less likely to participate in unhealthy and risky behavior like drugs and alcohol. Fitness is a gateway towards healthy life which complements the state of mind of students. Sports help a student in understanding how does your professional and team relationships be a deciding factor between winning and losing condition. We are proud that our students are able to make the best use of the best facilities that the institute provides them and are able to bring fame to the institution in the field of sports.

The Cultural Cell of the institute has a committee formed by the students and staffs. It is a student centered cell that organizes various activities to develop cultural bonding. Students celebrate different festivals, and conduct competitions like Mehendi, Greeting Cards etc. The institute has invested approx 3 lakh in various musical instruments like Table, Dagga, Drum set JINBAO, Clap Box-CB 50, Keyborad-RolandSPD 20x, Flute, Dholki, Khanjiri, Dafli etc.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>



## 5. CONCLUSION

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### **Additional Information :**

The department of Mechanical Engineering is currently developing a laboratory with the support of MITCON. The Institution has an active Entrepreneur Development Cell which organizes a number of events to promote awareness of entrepreneurship.

The Institution inculcates social consciousness among its students through active forums such as NSS. SPECTRUM, a technical fest is a yearly event conducted at State/National level to bring out and showcase the talents across the country in various key Engineering Disciplines.

Training and placement cell regularly conducts a soft skill, aptitude and technical training to enhance the skills of the students.

Student associations of all the departments conduct workshops, seminars and competitions and provide immense opportunities for the students to practice the principles in a real-time application.

Institute organizes a program of felicitation of freedom fighters on 15th March of every year on the occasion of the birth anniversary of freedom fighter Late Bhai Gujar.

### **Concluding Remarks :**

The institute is affiliated with Shivaji University, Kolhapur AICTE and DTE Maharashtra. The admissions of the students are through the central admission process (CAP) as per the rules of the Directorate of Technical Education, Government of Maharashtra.

The state-of-the-art infrastructure, amenities and other support services provided on the campus have nurtured the student growth as well as the learning process. The institution with its defined vision leading to the objectives has played an important role in the holistic growth of students. The research initiatives, industry-academia interface, extension and outreach programs by the institution have promoted research culture and establishment of good rapport with the community and industries.

The thrust on academic excellence and holistic growth of the students remain the prime focus of the institution. The faculty members join hands in the Institution's zeal to enhance and sustain quality education flagging the way for the attainment of Vision, Mission and core values. The Institution promises to itself to do every possible thing to quench its thirst to reach the apex of academic excellence.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p><b>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</b></p> <ol style="list-style-type: none"> <li>1. Academic council/BoS of Affiliating university</li> <li>2. Setting of question papers for UG/PG programs</li> <li>3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses</li> <li>4. Assessment /evaluation process of the affiliating University</li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>																				
1.2.1	<p><b>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</b></p> <p>1.2.1.1. <b>Number of Programmes in which CBCS/ Elective course system implemented.</b> Answer before DVV Verification : 04 Answer after DVV Verification: 04</p>																				
1.2.2	<p><b>Number of Add on /Certificate programs offered during the last five years</b></p> <p>1.2.2.1. <b>How many Add on /Certificate programs are offered within the last 5 years.</b> Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>04</td> <td>07</td> <td>06</td> <td>05</td> <td>02</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>03</td> <td>06</td> <td>05</td> <td>04</td> <td>01</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	04	07	06	05	02	2020-21	2019-20	2018-19	2017-18	2016-17	03	06	05	04	01
2020-21	2019-20	2018-19	2017-18	2016-17																	
04	07	06	05	02																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
03	06	05	04	01																	
1.2.3	<p><b>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</b></p> <p>1.2.3.1. <b>Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</b> Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>498</td> <td>529</td> <td>482</td> <td>411</td> <td>224</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2020-21	2019-20	2018-19	2017-18	2016-17	498	529	482	411	224										
2020-21	2019-20	2018-19	2017-18	2016-17																	
498	529	482	411	224																	

2020-21	2019-20	2018-19	2017-18	2016-17
498	529	482	411	223

Remark : As per supporting documents.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
44	48	42	43	43

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
44	48	42	43	42

Remark : AS per supporting documents.

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

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

Answer before DVV Verification : 874

Answer after DVV Verification: 413

Remark : As per Supporting documents.

**1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders**

**1) Students**

**2) Teachers**

**3) Employers**

**4) Alumni**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

**Options:**

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

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

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
984	975	966	979	1010

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
245	249	232	300	347

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1080	1260	1560	1620	1620

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1080	1260	1560	1620	1620

Remark : Number of students admitted for the first year only.

**2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)**
**2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
404	357	327	397	404

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
120	120	110	150	170

Remark : As per supporting document.

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

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

Answer before DVV Verification : 59

Answer after DVV Verification: 57

Remark : As per supporting document.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

2.4.3.1. **Total experience of full-time teachers**

Answer before DVV Verification : 382.91

Answer after DVV Verification: 379.76

Remark : Total experience of full time teachers as per supporting documents.

**2.6.3 Average pass percentage of Students during last five years**

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

Answer before DVV Verification:

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

322	370	332	318	348
-----	-----	-----	-----	-----

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
321	369	331	317	347

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
323	370	367	412	405

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
322	369	366	411	404

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0.15	1.62	5.26	0.0	0.0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.14	1.61	5.25	0.0	0.0

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
01	03	01	00	00

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
01	03	01	00	00

**3.1.2.2. Number of departments offering academic programmes**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
04	04	04	04	04

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
04	04	04	04	04

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
08	12	10	06	10

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
08	12	10	06	09

Remark : As per supporting documents.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
26	26	21	44	08

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
26	26	21	44	07

Remark : As per supporting documents.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
02	01	05	12	147

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
01	01	05	00	145

Remark : As per supporting documents.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
01	01	03	04	06

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	01

Remark : Total number of awards and recognition received excluding appreciation certificate.

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

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

Answer before DVV Verification:

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



03	13	08	27	25
----	----	----	----	----

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
03	13	08	27	24

Remark : As per supporting documents.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
12	929	315	1040	729

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
12	379	60	350	209

Remark : As per supporting documents.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
05	00	01	04	00

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
05	00	01	03	00

Remark : As per supporting documents.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
00	02	02	04	01

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	02	02	04	01

Remark : Metric is opted out.

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

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

Answer before DVV Verification : 16

Answer after DVV Verification: 07

Remark : As per supporting documents.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
15.53	14.24	17.29	33.022	57.56

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

Remark : Metric is opted out.

**4.2.2 The institution has subscription for the following e-resources**

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

**6. Remote access to e-resources**

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

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

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7.25	4.38	7.19	6.03	11.32

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
7.24	4.37	7.18	6.02	11.31

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

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

Answer before DVV Verification : 136

Answer after DVV Verification: 135

**4.3.3 Bandwidth of internet connection in the Institution**

Answer before DVV Verification : A. 750 MBPS

Answer After DVV Verification: A. 750 MBPS

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
113.458	108.33	122.32	154.6	189.117

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
113.45	108.33	122.32	154.6	189.116

Remark : As per supporting documents.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
859	1038	914	935	974

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
859	1038	914	935	973

Remark : As per supporting documents.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
50	45	33	25	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	0

Remark : Metric is opted out.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
413	208	1098	968	89

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
413	208	1098	968	88

Remark : As per supporting documents.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
100	70	84	75	10

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
100	70	84	75	09

Remark : As per supporting documents.

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

**5.2.2.1. Number of outgoing student progressing to higher education.**

Answer before DVV Verification : 33

Answer after DVV Verification: 33

Remark : As per supporting documents.

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
02	01	01	03	01

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
02	01	01	03	01

**5.2.3.2. Number of students appearing 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**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
03	02	02	04	01

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
03	02	02	04	01

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
02	08	10	09	18

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
02	08	10	09	17

Remark : As per supporting documents.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
08	20	16	23	26

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
05	08	08	11	13

Remark : As per supporting documents.

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

Answer before DVV Verification : A. ? 5 Lakhs

Answer After DVV Verification: E. <1 Lakhs

Remark : Alumni contribution as per SOP is not reflected in Audited Statement.

**6.2.3 Implementation of e-governance in areas of operation**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
14	12	33	19	20

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
14	12	33	19	19

Remark : As per supporting documents.

**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**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
06	12	04	04	06

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

Remark : Metric is opted out.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
44	39	24	24	26

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
44	39	24	24	25



Remark : As per supporting documents.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
5.31	4.367	4.49	7.583	1.212

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5.31	4.36	4.48	7.58	1.21

Remark : As per supporting documents.

**6.5.3 Quality assurance initiatives of the institution include:**

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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: B. 3 of the above

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

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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: B. 3 of the above

**7.1.4 Water conservation facilities available in the Institution:**

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

	<p><b>5. Maintenance of water bodies and distribution system in the campus</b></p> <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: B. 3 of the above</p>
7.1.5	<p><b>Green campus initiatives include:</b></p> <ol style="list-style-type: none"> <li>1. <b>Restricted entry of automobiles</b></li> <li>2. <b>Use of Bicycles/ Battery powered vehicles</b></li> <li>3. <b>Pedestrian Friendly pathways</b></li> <li>4. <b>Ban on use of Plastic</b></li> <li>5. <b>landscaping with trees and plants</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: A. Any 4 or All of the above</p>
7.1.6	<p><b>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</b></p> <ol style="list-style-type: none"> <li>1. <b>Green audit</b></li> <li>2. <b>Energy audit</b></li> <li>3. <b>Environment audit</b></li> <li>4. <b>Clean and green campus recognitions / awards</b></li> <li>5. <b>Beyond the campus environmental promotion activities</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.7	<p><b>The Institution has disabled-friendly, barrier free environment</b></p> <ol style="list-style-type: none"> <li>1. <b>Built environment with ramps/lifts for easy access to classrooms.</b></li> <li>2. <b>Divyangjan friendly washrooms</b></li> <li>3. <b>Signage including tactile path, lights, display boards and signposts</b></li> <li>4. <b>Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment</b></li> <li>5. <b>Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</b></li> </ol> <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: B. 3 of the above</p>
7.1.10	<p><b>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</b></p> <ol style="list-style-type: none"> <li>1. <b>The Code of Conduct is displayed on the website</b></li> <li>2. <b>There is a committee to monitor adherence to the Code of Conduct</b></li> <li>3. <b>Institution organizes professional ethics programmes for students, teachers, administrators and other staff</b></li> <li>4. <b>Annual awareness programmes on Code of Conduct are organized</b></li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>

**2. Extended Profile Deviations**

ID	Extended Questions																				
1.1	<p><b>Number of courses offered by the Institution across all programs during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>180</td> <td>179</td> <td>176</td> <td>176</td> <td>176</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>179</td> <td>178</td> <td>175</td> <td>175</td> <td>175</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	180	179	176	176	176	2020-21	2019-20	2018-19	2017-18	2016-17	179	178	175	175	175
2020-21	2019-20	2018-19	2017-18	2016-17																	
180	179	176	176	176																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
179	178	175	175	175																	
1.2	<p><b>Number of programs offered year-wise for last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>04</td> <td>04</td> <td>04</td> <td>04</td> <td>04</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>04</td> <td>04</td> <td>04</td> <td>04</td> <td>04</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	04	04	04	04	04	2020-21	2019-20	2018-19	2017-18	2016-17	04	04	04	04	04
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04	04	04	04	04																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
04	04	04	04	04																	
2.1	<p><b>Number of students year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1036</td> <td>1192</td> <td>1232</td> <td>1079</td> <td>1308</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>983</td> <td>1077</td> <td>941</td> <td>1200</td> <td>1389</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	1036	1192	1232	1079	1308	2020-21	2019-20	2018-19	2017-18	2016-17	983	1077	941	1200	1389
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1036	1192	1232	1079	1308																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
983	1077	941	1200	1389																	
2.2	<p><b>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>518</td> <td>596</td> <td>616</td> <td>540</td> <td>654</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	518	596	616	540	654	2020-21	2019-20	2018-19	2017-18	2016-17					
2020-21	2019-20	2018-19	2017-18	2016-17																	
518	596	616	540	654																	
2020-21	2019-20	2018-19	2017-18	2016-17																	

122	124	116	150	173
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2.3 **Number of outgoing / final year students year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
323	372	367	458	415

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
322	371	366	457	414

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
54	69	78	108	116

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
55	59	61	75	89

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
60	69	78	108	116

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
60	69	78	108	115

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

Answer before DVV Verification : 16

Answer after DVV Verification : 15

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
122.07	160.78	191.88	230.64	248.08

## Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
122.07	160.78	191.88	230.64	248.07

4.3

**Number of Computers**

Answer before DVV Verification : 490

Answer after DVV Verification : 489

4.4

**Total number of computers in the campus for academic purpose**

Answer before DVV Verification : 358

Answer after DVV Verification : 357

NVAAC