



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

DR D Y PATIL EDUCATIONAL ENTERPRISES CHARITABLE TRUST'S AJEENKYA DY PATIL SCHOOL OF ENGINEERING

**DR D Y PATIL KNOWLEDGE CITY, A/P CHAROHLI, VIA LOHEGAON
412105**

www.adypsoe.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Ajeenkya DY Patil School of Engineering (ADYPSOE) is one of the most prestigious academic institutes in Pune City and Maharashtra, which is approved by AICTE and affiliated with Savitribai Phule Pune University. The institute was established in the year 2010 by the Chairman, Dr Ajeenkya DY Patil. The institute offers five UG and five PG programs. The institute maintains the highest standards for academic performance, personality development, and general student grooming. It also provides opportunities for training and fosters the development of entrepreneurial skills. ADYPSOE transforms its students into technically competent, well-communicative, and application-oriented lifelong learning engineers. The students are result-driven and motivated by the institute for the development of relevant manpower and their betterment. We discover students' potential by involving them in academic, career-building & creative activities, equipping them to become globally competent to face the challenges.

The institute has various facilities and teaching aids, which are significant and responsive to the teaching-learning process. The classrooms and labs are equipped with the latest intelligent features. All departments have independent research labs to promote the research culture. The undergraduate teaching laboratories and research centres are well-equipped with state-of-the-art facilities, with the latest equipment and instruments reinforcing a friendly culture. Conference facilities such as well-equipped, air-conditioned seminar halls and conference rooms help organize workshops, lectures, and conferences, which take place frequently on campus. The campus has a well-furnished auditorium that is always cherished by the students, speakers, visitors, etc. The institute is ISO 9001:2015 and 21001:2018 certified institute. The institute has a NABL-accredited laboratory that performs consulting services. ADYPSOE Institute is the first engineering institute in Maharashtra to be accredited by ISO 21001:2018 and NABL. We have received the Green Ranking for our institute for the past three years. In the R World Green Institutional Ranking, ADYPSOE was 26th in India for being the best institute for campus life as per the Mental Health and Wellbeing Ranking 2022. Also, in 2022, ADYPSOE got NIRF Ranking in the band 251-300 engineering colleges in INDIA, which is very prestigious for us.

Vision

“Empowerment through quality technical education”

Mission

M1: To achieve excellence in teaching, learning, and research

M2: To impart skill-based education to meet the needs of industry and society

M3: To excel as a center of excellence in technical education

M4: To inculcate social and ethical values among the students

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Leadership with high ethical standards and administrative values, driving the institution towards excellence.
- Providing an outstanding academic environment with disciplined and dedicated faculty members, resulting in excellent academic results, placements, and achievements.
- Faculty members actively interact with the outside world, serving as reviewers, session chairs, syllabus and paper setters, and examiners.
- The Institute strongly ties with industries through MOUs, facilitating practical exposure and skill development through collaborative programs.
- Encouraging a robust research culture with notable publications and patents, contributing to innovation.
- Utilizing online tools and platforms for digital learning, ensuring modern and effective teaching methodologies.
- A good number of students enrolled in Computer Science, Artificial Intelligence and Data Science, Electronics & Telecommunication at first-year level and at lateral entry level in all branches
- Maintaining strong alumni engagement and support networks, benefitting their expertise and experience for the benefit of current students.
- Providing adequate and well-maintained infrastructure for curricular, co-curricular, and extracurricular activities, including excellent sports facilities, hostels, and dining services.
- Institute demonstrates a commitment to environmental sustainability with green campus initiatives, including 800 kWp solar power generation, rainwater harvesting, water recycling systems, and e-charging stations.
- Received recognition from prestigious rankings such as NIRF and India Today, as well as obtaining NABL accreditation for testing and consulting labs, and ISO 9001-2015 and 21001-218 certifications, affirming the quality standards maintained by the institution.
- Organizing prestigious national-level events like the Go-Kart Racing Championship, showcasing the institution's capabilities.
- Engaging in activities such as NCC and NSS, contributing to societal welfare and holistic development of students.
- Achieving R World Green Ranking three times with a Platinum Band (A++ Grade), highlighting the institution's global recognition for environmental sustainability efforts.
- Institutions prioritize mental health initiatives and adopt Outcome-Based Education (OBE) approaches, ensuring a holistic educational experience.
- The institute is certified by ISRO for conducting outreach programs.
- Students' leadership and teamwork skills are developed through the involvement in 24 student clubs, professional bodies, and student associations.

Institutional Weakness

- Limited Academic Flexibility due to affiliation with a university.
- Inadequate number of professors and Ph.D. staff impacting quality of academic instruction and research guidance.
- Limited number of research publications in Scopus/SCI/Web of Science Journals, indicate a need for stronger research support and encouragement.
- Inadequate international collaborations, missing out on opportunities for diverse and global networking

in academia and research.

- Requires more initiatives to foster entrepreneurship among students.
- While the placement record is satisfactory, there's a need to intensify efforts to secure placements in core industries.

Institutional Opportunity

- By increasing the number of Ph.D. faculty and encouraging more faculty to pursue Ph.D. programs, the institution can significantly improve the quality and depth of its research journey.
- Establishing partnerships with renowned organizations such as IITs and foreign universities can provide valuable opportunities for collaborative research, knowledge exchange, and international exposure.
- Creating scope for interdisciplinary and sponsored projects can foster innovation and address complex real-world challenges, enriching the academic experience for students and faculty.
- Increasing the number of R&D projects with industry collaborations and industry consultancies can strengthen ties with the industry.
- Pursuing NBA accreditation for all programs and aligning with the National Education Policy (NEP) while seeking autonomous status can enhance the institution's credibility and academic autonomy, facilitating holistic growth.
- Leveraging opportunities to improve NIRF ranking by focusing on academic excellence, research output, industry engagement, and infrastructure development.
- Strengthening alumni engagement initiatives can harness the expertise and resources of former students to support the institution's growth and development.

Institutional Challenge

- Ensuring financial viability solely through fees collected from students poses a challenge, requiring strategic financial planning to maintain operational excellence and growth amidst economic fluctuations.
- Facing increased competition from other institutions for faculty retention and attract high-calibre students.
- Struggle to secure more research funds presents a challenge from funding agencies and industries.
- Difficulty in attracting professors with high levels of experience.
- Managing 100% admissions in Mechanical and Civil branches with a focus on maintaining quality input presents a challenge.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our institute implements the curriculum prescribed by Savitribai Phule Pune University through a well-planned academic calendar. We focus on providing a holistic learning experience by incorporating curricular, co-curricular, and extracurricular activities. Our teaching methods include assignments, seminars, guest lectures, projects, project-based learning, and industrial visits to enhance learning effectiveness.

At the beginning of each semester, we map the Course Outcomes (CO) and Program Outcomes (PO), and

assess their attainment at the end of the semester. This assessment helps us identify strengths and weaknesses in course delivery, allowing us to make necessary modifications. We encourage faculty participation in career-oriented courses, workshops, and training programs to enhance their expertise.

We also encourage student participation in various events, activities, and certification of Massive Open Online Courses (MOOCs) to broaden their knowledge and skills beyond the curriculum. Our faculty members actively contribute to curriculum development and assessment procedures implemented by the University. Continuous assessment of laboratory work and formative assessments such as unit tests, open-book tests, assignments, and case studies are conducted to improve course outcomes.

To foster well-rounded individuals, we organize activities related to professional ethics, gender equality, environmental awareness, human rights, and cultural diversity. Our NSS unit plays a significant role in organizing environmental and sustainability-related activities. We arrange guest lectures on cross-cutting issues like human ethics, gender equality, and women's rights. Students are encouraged to participate in seminars, conferences, workshops, and technical activities to develop professional ethics.

Gender equality is an integral part of our institution's values, and we provide equal opportunities for both boys and girls to participate in all student activities. We organize special programs for female students, empowering them through initiatives like programming competitions and internship programs.

By incorporating these initiatives and values into our academic environment, we aim to develop competent professionals with strong character, ethics, and a broad perspective on societal issues.

Teaching-learning and Evaluation

Teaching-Learning and Evaluation: Our academic departments prioritize student-centric teaching-learning methods to actively engage students in the learning process. These methods include problem-solving, project-based learning, debates, think-pair-share, peer learning, seminars, quizzes, case studies, industrial visits, and more. Students have opportunities to present their project work and papers on the latest technologies, improving their communication, presentation, and technical skills. They also participate in various activities such as seminars, poster presentations, workshops, and projects, further enhancing their problem-solving abilities.

Faculty members embrace new information and communication technology (ICT) tools to create an enriched learning environment. All classrooms and laboratories are equipped with interactive digital boards, computers, LCD projectors, LAN, and Wi-Fi to enhance the learning experience.

The institute has a transparent mechanism for internal and external examinations, assessments, and addressing grievances. As an affiliated institution of SPPU, external evaluations follow the University guidelines. Theory courses are evaluated through in-semester examinations (30 marks) and end-semester examinations (70 marks). The institute has developed a transparent continuous assessment mechanism for term work evaluation. Any grievances or requests related to SPPU examinations are discussed with the Principal and forwarded to the SPPU examination cell for necessary action.

Program outcomes (POs), course outcomes (COs), and Program Specific Outcomes (PSOs) for all programs offered by the institution are clearly stated, displayed, and communicated to all stakeholders. To measure the attainment of COs, POs, and PSOs, indirect assessment, direct internal assessment, and direct external assessment tools are utilized. Attainment of PSOs is calculated using the level of PSOs and the level of CO

attainment. CO-PO and CO-PSO mapping matrices are prepared by subject teachers, accompanied by justifications. Indirect attainment of POs and PSOs is also calculated through surveys and feedback.

By implementing these strategies, our institute strives to create a dynamic and effective teaching-learning environment while ensuring transparent evaluation and assessment procedures for the overall growth and development of our students.

Research, Innovations and Extension

The institute houses the Centre of Innovation, Incubation, and Entrepreneurship (CIIE), Entrepreneurship Development Cell (EDC), Intellectual Property Rights Cell (IPR), and state-of-the-art research and development (R&D) infrastructure. The R&D cell actively encourages students and faculty through seminars, workshops, and awareness events, facilitating the publication of their research work in prestigious journals and conferences. We are currently handling various funded research projects supported by AICTE, ASPIRE Savitribai Phule Pune University, and a joint collaborative international project funded by the DBT Government of India. The "SPRING" project has been granted a sanction of 81.9 lakhs by the Government of India. Faculty members have filed and published a total of 21 patents, with 4 patents already granted.

Our institute supports students and faculty in organizing and participating in various technical events, competitions, and faculty development programs. Students have showcased their innovative ideas in national-level events like Go-kart, Auto India Racing Championship (AIRC), and the Smart India Hackathon. We actively engage in extension activities through our National Service Scheme (NSS) and National Cadet Corps (NCC) units. These activities include cleanliness drives, tree plantations, water conservation initiatives, road safety awareness, welfare programs for school students, women empowerment initiatives, promoting national integrity, Swachha Bharat Abhiyan, and raising awareness about cyber security and fraud prevention. Our NSS students volunteered in various initiatives organized by Savitribai Phule Pune University, such as Swachha Wari, Swasth Wari, Nirmal Wari, and Harit Wari. NCC cadets participated in welcoming participants of the Mahaparikrama mega cycling expedition, held to celebrate Azadi Ka Amrit Mahotsava. One of our students represented the NCC directorate at the annual NCC Republic Day Camp in New Delhi and participated in the Youth Exchange program conducted in Bangladesh. Our departmental clubs, including the environmental, biodiversity, and Utsaah clubs, engage in various outreach activities such as visits to orphanages and old age homes, plastic and e-waste disposal, and hill cleaning as part of our social responsibility. We have received numerous awards and recognitions for our extension activities from government bodies, NGOs, and organizations, including the Local Gram Panchayat, Snehwan, Alandi City Council, Namami Indrayani Parishthan, ZP Primary Schools, Blood Centers.

Infrastructure and Learning Resources

Institute provides a picturesque and green campus with a range of physical facilities for an optimal learning environment. This includes classrooms with ICT facilities, tutorial rooms, well-equipped laboratories, a computer center, a research and innovation lab, and a workshop with advanced machinery. We also have a spacious central library, central placement office, well-equipped seminar halls, and an auditorium, all connected with 24x7 high-speed LAN/Wi-Fi. Our classrooms and seminar halls are well-ventilated, illuminated, and furnished with ergonomic furniture, interactive boards, interactive flat panel displays, LCD projectors, LAN, and Wi-Fi. Additional amenities include separate common rooms for girls and boys, a medical inspection room, a reprography and stationary shop. We offer a variety of indoor and outdoor sports facilities, managed by a

sports director, and have separate hostels for girls and boys with well-furnished rooms. Adequate parking, RO drinking water, and a rooftop rainwater harvesting system are available.

The library possesses 29177 volumes with 7654 titles & also caters to 2218 UG, PG, students besides more than 220 teaching and non-teaching staff. It has a comprehensive collection of books, periodicals, and magazines, updated regularly. The library includes stack sections, a reading area, a reference section, a digital library, a kindle section, a group study area, and a reading hall. The library is automated using KOHA library management software. Library has also developed ADYPSOE LIBRARY app which facilitates and streamlines the online information about the library such as collection, services, best practices, initiatives, activities, celebrations, etc. The library has subscribed to IEEE-ASPP, Wiley-Data and cyber security, NDLI and DELNET. The library has a user tracking system, plagiarism checking software, and receives an average footfall of 209 users per day. Since the establishment of the institute; the total investment of the library on resources (Books, Print Journals and E-Journals, etc.) is Rs.1.14 crore. The average expenditure of the library for last five years on books, print journals, e- journals and e-books is Rs. 205000. Our IT infrastructure includes a UPS power backup, high-speed internet, antivirus software, and a Microsoft campus agreement. We have CCTV surveillance and a dedicated DG set backup for uninterrupted operations.

Student Support and Progression

The institute has a registered alumni association that plays an active role in both on-campus and off-campus activities. Our alumni generously share their experiences and contribute to the academic growth of current students. They provide valuable guidance on placement opportunities, higher studies, and entrepreneurial ventures. Their involvement in delivering expert talks, lectures, and hands-on sessions on the latest software is highly appreciated. The alumni also make significant contributions to pre-placement training, benefiting our students. Lastly, we acknowledge and appreciate the commendable initiative of our alumni who have generously provided funds for prize distribution, infrastructure development, books, go-kart projects, and lab enhancements.

Governance, Leadership and Management

The institute demonstrates a steadfast commitment to the governance structure prescribed by the UGC for affiliated institutes, ensuring efficient and transparent operations. It establishes multiple committees, including the Governing Body, College Development Committee, Internal Quality Assurance Cell, ISO, Internal Complaint Committee, Grievances Redressal Cell, and others. These committees consist of representatives from various stakeholders, promoting collaboration and inclusiveness. Regular meetings are conducted to discuss suggestions, implement decisions, and share action-taken reports to foster transparency and accountability.

In pursuit of effective implementation and goal achievement, the institute presents and discusses an institutional strategic development plan encompassing academic, research, administrative, and infrastructural growth. With a decentralized approach, the institute encourages participative support from management and delegates authority to departments. This facilitates the implementation of a well-defined perspective plan with both short-term and long-term objectives aligned with the institution's vision and mission.

Led by the Head of the institution and supported by the Internal Quality Assurance Cell (IQAC), the institute implements policies and processes covering internal quality assurance, HR, staff welfare, e-governance, and

resource mobilization. These policies are developed in compliance with statutory regulations and involve stakeholders through bodies like the Governing Body and College Development Committee. The institute also maintains well-defined service rules, service books, recruitment policies, and procedures.

To enhance operational efficiency, the institute has strengthened its e-governance capabilities using ERP, LMS, and MS Team applications. It provides an array of welfare schemes for both teaching and non-teaching staff, such as healthcare facilities, tie-ups with hospitals, medical insurance, maternity and paternity leaves, yoga and meditation sessions, sports facilities, uniforms, EPF, gratuity, awards, loan benefits, concessions in school fees for employees' children, and staff quarters.

The institute ensures performance evaluation through an effective self-appraisal method for both teaching and non-teaching staff. Transparent financial auditing is conducted, with tuition and development fees as the primary sources of income. The institute closely monitors and audits the efficient utilization of financial resources for recurring and non-recurring expenses, as well as academic processes.

Established in 2016-17, the Internal Quality Assurance Cell (IQAC) plays a crucial role in monitoring and enhancing the institute's quality.

Institutional Values and Best Practices

Since its inception, the institute has been committed to creating an inclusive environment that provides equal opportunities to all staff and students, regardless of their gender. The institute ensures gender sensitivity and safety by establishing an Internal Complaint Committee that addresses and prevents sexual harassment of women employees and female students. Provisions against sexual harassment are publicly notified and widely disseminated. The institute has a gender policy and a women empowerment cell, promoting a fair and equitable space for everyone.

The institution actively celebrates national and international commemorative days, events, and festivals to uphold the values of nationalism and pay tribute to great national leaders. Faculty, staff, and students come together during these occasions, spreading messages of unity, integrity, peace, love, and happiness.

With a diverse student and staff population representing various states, cultures, languages, and socio-economic backgrounds, the institute fosters an inclusive and homogeneous environment. Special provisions are made to support differently-abled students and staff, ensuring barrier-free access through infrastructure facilities such as ramps, lifts, wheelchairs, and specially designed toilets.

The institute has implemented commendable best practices, including student participation in extension activities, cultural events, co-curricular and extra-curricular activities, and innovation ecosystems. Two identified best practices are Competency-Based Education and Assessment, and Bridging the Gap between Academics and Employment through Industry Connect. These practices have yielded successful outcomes, and the institute takes pride in their implementation.

In its pursuit of excellence, the institute not only focuses on academic achievements but also emphasizes environmental sustainability and social responsibility. Through various initiatives and clubs, the institute actively contributes to these overarching goals, creating a holistic and enriching learning environment.

Overall, the institute upholds core values, ensures gender equality, celebrates national pride, fosters inclusivity,

and implements best practices to provide a comprehensive and impactful educational experience.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DR D Y PATIL EDUCATIONAL ENTERPRISES CHARITABLE TRUST'S AJEENKYA DY PATIL SCHOOL OF ENGINEERING
Address	Dr D Y Patil Knowledge City, A/P Charohli, Via Lohegaon
City	Pune
State	Maharashtra
Pin	412105
Website	www.adypsoe.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Farook Bashir Sayyad	020-35037922	7387350118	-	dypsoe@dypic.in
IQAC / CIQA coordinator	Riyaz Kazi	020-350379221	9175819682	-	iqac_dypsoe@dypic.in

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document
Maharashtra	Savitribai Phule Pune University	No File Found

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	09-07-2022	12	
AICTE	View Document	09-07-2022	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Dr D Y Patil Knowledge City, A/P Charohli, Via Lohegaon	Semi-urban	12	15076

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Computer Engineering,	48	HSC	English	180	180
UG	BE,Civil Engineering,	48	HSC	English	120	24
UG	BE,Electronics And Telecommunication,	48	HSC	English	180	148
UG	BE,Mechanical Engineering,	48	HSC	English	180	121
UG	BE,Artificial Intelligence And Data Science,	48	HSC	English	180	180
PG	ME,Computer Engineering ,Computer Engineering	24	UG	English	36	19
PG	ME,Civil Engineering,Construction Management	24	UG	English	24	24
PG	ME,Civil Engineering,Structural Engineering	24	UG	English	24	24
PG	ME,Mechanical Engineering,Design Engineering	24	UG	English	24	19
PG	ME,Electronics And Communication Engineering,V	24	UG	English	24	8

LSI and Embedded Systems						
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Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	10				20				131			
Recruited	4	0	0	4	8	1	0	9	52	79	0	131
Yet to Recruit	6				11				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				81
Recruited	70	11	0	81
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				35
Recruited	21	10	0	31
Yet to Recruit				4

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	1	0	0	0	0	0	0	0	0	1
Ph.D.	3	0	0	7	1	0	3	7	0	21
M.Phil.	0	0	0	0	0	0	3	3	0	6
PG	0	0	0	0	0	0	48	68	0	116
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

**Self Study Report of DR D Y PATIL EDUCATIONAL ENTERPRISES CHARITABLE TRUST'S AJEENKYA DY
PATIL SCHOOL OF ENGINEERING**

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1591	49	0	0	1640
	Female	545	13	0	0	558
	Others	0	0	0	0	0
PG	Male	94	4	0	0	98
	Female	55	1	0	0	56
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	57	25	20	11
	Female	25	13	5	9
	Others	0	0	0	0
ST	Male	6	2	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	113	50	33	22
	Female	64	46	31	26
	Others	0	0	0	0
General	Male	213	102	95	265
	Female	103	90	52	66
	Others	0	0	0	0
Others	Male	54	27	18	29
	Female	30	10	9	20
	Others	0	0	0	0
Total		665	365	263	448

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Ajeenkya DY Patil School of Engineering (ADYPSOE) is affiliated with Savitribai Phule Pune University (SPPU). ADYPSOE has been moving toward interdisciplinary and multidisciplinary courses in preparation for NEP 2020. The institute follows the SPPU's credit-based curriculum. The SPPU curriculum covers a variety of multi/interdisciplinary aspects. Audit courses are available in every discipline on topics including road safety, ethics environmental sustainability etc. ADYPSOE makes a special effort to encourage both faculty and students to conduct multi/interdisciplinary research. With the use of project- or problem-based learning (PBL),</p>
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ADYPOSE encourages students to discover problems that call for an interdisciplinary or multidisciplinary response. Additionally, ADYPSOE requires that students complete sponsored projects in their final year that focus on real-world problems and virtually always take an interdisciplinary or multidisciplinary approach to finding a solution. Additionally, the institute encourages students from other departments to create multidisciplinary projects in the form of robotics and IOT based models, solar vehicle models, and hybrid vehicle models so that they can compete in national and international challenges. As part of active involvement in various student club activities, students gain knowledge of interdisciplinary concepts and put that knowledge to use in developing interdisciplinary. Students compete in project competitions at the national and international levels, such as the Smart India Hackathon, and they also win prizes. In their third year of undergraduate study, students do industrial internships. While on the field, the interns receive automatic multi/interdisciplinary training. To help students develop humanistic, ethical, social, constitutional, intellectual, and universal values, value-based interdisciplinary education is offered to them in the form of webinars, seminars, yoga classes, induction programs, and expert lectures. Through NSS and NCC, many activities are carried out to promote human values like Honesty, Ethical behavior, Nonviolence, Unity, and peace. These events include Independence Day and Republic Day festivities, blood donation camps, NSS camps, and social service programs. As soon as ADYPSOE achieves the status of an autonomous institute, it will undoubtedly design multidisciplinary courses that allow for many entry points and exits. ADYPSOE will be glad to join the multidisciplinary HEI cluster.

2. Academic bank of credits (ABC):

ADYPSOE complies with the requirements of the affiliated university SPPU in terms of its preparedness for the implementation of the Academic Bank of Credits (ABC). The National Academic Depository is a government initiative to provide an online database for all academic awards under the Digital India Initiative. SPPU is a state university and is an official member of the National Academic Depository. All of SPPU's courses have used the choice-based credit system (CBCS), and are in the

process of adopting the ABC soon. As per the SPPU notification, ADYPSOE has created all students' ABC IDs and a centralized database of the college students. Through this database, the academic credits that the student has earned across a variety of courses will be digitally saved so that the credit can be carried over when the student re-enters the program in the future.

3. Skill development:

Graduate attributes are defined by the AICTE as knowledge, skills, attitude, and behavior. ADYPSOE is always encourage to enhance students' and faculty members' skills. ADYPAOE faculty members are encouraged to register in certification programs including NPTEL, STTP, FDP, and industrial training. Students are also encouraged to participate in online and offline certification courses to upgrade their knowledge and abilities. The Institute will pay the successful faculty members and students for 50% of their registration fees. The institute features a well-established training and skill development cell that actively contributes to the students' strengthening of their technical concepts. During the second and third years of engineering, the institute offers technical, fundamental, and aptitude training, research methodology, and technical report writing. In the final year, value-added courses on the most recent technical advancements and prominent engineering specialties are taught by industry experts in the field to help students expand their skill sets in line with industry demands. These value-added programmes go beyond what SPPU's curriculum covers and are offered in response to student interest. To offer these advanced training programs that are skill-based, the college has signed MOUs with various industry and institutions like KPIT and IIT Kanpur. The institute also offered various Microsoft and Google certification courses in collaboration with the DigitalParv Social Venture Association. As a step toward competency-based learning that aids students in furthering the development of their fundamental competencies. Students from all departments can engage in the skill development programs that each department runs and receive the training that most interest them. Students who wish to create new goods, services, and procedures as well as those who want to launch their businesses can receive effective mentoring from the Centre for Innovation,

	<p>Incubation, and Entrepreneurship (CIIE). The aim of CIIE is to emerge as a Centre of Excellence in the field of Entrepreneurship Promotion to train and motivate students to transform their late ideas into viable enterprises.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The institute's curriculum is designed to be taught in English, and students must take their SPPU exams in that language, although the faculty members conduct special lectures in local languages for students who are from the ruler area. In order to make a particularly difficult concept understandable, the teachers will occasionally use local languages like Marathi or Hindi. ADYPSOE encourage all our students to attend online NPTEL course available on SWAYAM portal in regional languages as per their interest along with one faculty member as a mentor. When mentoring the students' group in mentor-mentee sessions or responding to academic or personal questions raised by students, regional languages are purposefully used. This promotes a comfortable, at-home atmosphere and encourages more in-depth communication. Every day, academic sessions in ADYPSOE begin with National Anthem. Various programs are arranged through the various student's club to inculcate Indian culture among the students. NSS Cell celebrates Independence Day and Republic Day, birth and death anniversaries of all the Freedom Fighters and Social Workers. The institute celebrates Ganesh Ustav, ShivJayanti, Dr. Babasaheb Ambedkar Jayanti, etc at a large scale throughout the year. In the Youth Festival organized at SPPU at the University level our students are actively participating in various cultural events and receive prizes and color coats in many events at the university level. An entire segment of the annual cultural event ETERNITY is devoted to Indian Classical Music. It highlights students' and staff members' instrument-playing abilities as well as their classical and semi-classical singing, Bharatnatyam, Kathak, and regional and folk dances etc</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>ADYPSOE is affiliated to SPPU hence the syllabus - curriculum is prepared by the University and the institute follows it strictly. All the courses mentioned under the curriculum of a particular department have course objectives course outcomes (COs) and Program Outcomes (POs) as per the norms and guidelines of statutory regulatory bodies and the</p>

	<p>same is discussed with the students by the faculty. ADYPSOE has well-defined Program Specific Outcomes (PSO) and Program Education Objectives (PEO). The POs, PSOs, and PEOs are satisfied through the teaching-learning process and the additional programs conducted at the Institute and department level. Through the institute website, student/faculty notice boards, laboratory notice boards, posters in corridors and administrative areas, project workbooks, course files, and other means, these POs and PSOs are disseminated to teachers, students, and various stakeholders. To fill in the gaps in the curriculum, various activities are organized and carried out at the department level. The attainment of POs and PSOs is examined throughout the semester using a variety of assessment tools, such as unit tests, assignments, quizzes, etc. All courses conducted have well-defined Course Outcomes (CO) by SPPU which is mapped to POs and PSOs. ADYPSOE has developed a separate CO-PO-PSO Mapping & Attainment Process Manual which is innovative and simple to use and also institute has also taken copyright from the copyright office Government of India for this manual. At the end of the semester, all departments map the course outcomes using POs and PEOs to improve the teaching-learning process the next semester. Thus, the ADYPSOE follows a well-defined OBE system.</p>
<p>6. Distance education/online education:</p>	<p>The Institute had only classroom teaching in offline mode before the pandemic. During a pandemic, the system has adopted the change from offline classroom teaching to blended learning. The institution is prepared, especially during pandemic situations, and teaches the learning process through different online modes. During the pandemic, Learning management systems (LMS), Google Drive, and Microsoft Teams are effectively used for course conduction and evaluation processes. Each course's contents are available on Microsoft Teams including academic calendar, syllabus, PPTs, and notes. The assessments of the courses are done through online assignments and quizzes. The MCQ tests are conducted using the LMS Moodle platform. Online sessions are conducted and recorded on Microsoft Teams. Various student activities are conducted online using Microsoft Teams and Google Meet. The institute motivates students to get certification for</p>

Massive Open Online Courses (MOOCs), Coursera, NPTEL, etc. The institute has made a Memorandum of understanding with the Electronics & ICT Academy of Indian Institute of Technology Kanpur to provide industry-focused and Industry driven, online courses in emerging domains for staff and students. The facility is effectively used for conducting various courses practical in online mode using the V-Lab facility provided by the Government College of Engineering Pune (COEP). The campus is Wi-Fi enabled with Interactive LED panels/White Boards/ LCD Projectors installed in each classroom and hence no obstacle in online education. After the pandemic, faculty and students have adopted online learning to make full use of the flexible blended form of teaching and learning. Therefore, ADYPSOE continued its online teaching methodology after the pandemic also by conducting a few more sessions each week or at per convenience of faculty and students. The faculties cover the major portion of teaching and practical in offline mode in the classroom and the portion which requires ICT enable teaching methodology is covered in online mode. Thus, by NEP 2020, the ADYPSOE uses a blended learning approach.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, we had setup ELC club in our institute in association with Pune District Election Office's and WE foundation and signed the MoU on 24 March, 2023
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the Institute has appointed faculty coordinator Prof. Pramod Wadate as Nodal Officer and student coordinator Mr. Anish Nirwan as Campus Ambassador
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under	Ajeenkya D Y Patil School of Engineering, the ELC is working and conducted the activity of Constitution of India. Also awareness drive is conducted, till date 121 voters are registered for this drive. The enrolment program is continuous and to continue and Google form is shared among every individual to create awareness and responsible citizen of nation.

privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Yes. To create awareness we had started survey and data collection of budding and unregistered citizen.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	As of date 105 students from the institute remain to enroll under ELC

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2218	1866	1654	1533	1424
File Description		Document		
Upload Supporting Document		View Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 158

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
119	95	94	82	74

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
530.2896	550.2817	138.7378	346.6284	160.6443

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The institute implements the curriculum prescribed by the Savitribai Phule Pune University through a well-planned institute and department academic calendar for effective implementation of curriculum delivery. Decisions are made in CDC, and IQAC meetings regarding curriculum planning for the academic year are implemented through heads of department and for the smooth implementation of academic and administrative processes considering suggestions from all the stakeholders. Based on the inputs received from all stakeholders, IQAC prepares the academic calendar at the beginning of the academic year in line with the academic calendar of the affiliating university. Departments prepare their Academic calendar in line with the Institute's Academic Calendar. Both academic calendars consist of curricular, co-curricular, and extracurricular activities for effective implementation and delivery of the curriculum.

At the beginning of the semester, Load distribution is done by using subject choices taken from all the faculties, and they are asked to prepare the Course Files of respective subjects. Unit-wise tests are conducted, and results are displayed. Meetings of the Heads of the Departments and Dean Academics are held with the Principal to discuss academic progress periodically.

Practical learning tools like assignments, seminars, guest lectures, projects, project-based learning, and industrial visits are part of students learning. CO & PO mapping is done at the beginning of the semester, and attainment is done at the end of the semester. Assessed outcomes of the program reveal the strengths and weaknesses of course delivery components, helping teachers to modify the mode of delivery. Faculties are encouraged to participate in UGC/AICTE sponsored career-oriented courses/workshops/training programmes. Student development Programmes such as Add on courses are conducted for the overall development of the students. Students are encouraged to participate in various events and activities and also to get certified in MOOC courses. Principal, Heads of departments, along with Dean Academics monitor the progress of teaching-learning.

Faculty are also involved in developing the curriculum and the assessment procedures implemented by the University. For summative assessment, In-semester and end-of-semester examinations are administered. External examinations are assessed by the University through the Central Assessment Programme (CAP). The university also administers practical/oral examinations for laboratories, with an external examiner evaluating student performance in conjunction with an internal examiner. Laboratory work is continuously assessed throughout the semester. Various formative assessment measures, such as unit tests, open-book tests, assignments, case studies, and mock oral exams, are conducted to improve the course outcomes.

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

1.2 Academic Flexibility

<p>1.2.1</p> <p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Response: 170</p>	
File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1	View Document
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1.2.2

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

Response: 57.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
2108	850	744	688	574

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institute organises various activities related to professional ethics, gender equality, environmental hazards, changing human values, human rights, cultural diversity, human security, rural development, health and hygiene, food nutrition, local challenges in sustainable development, air pollution and control, religious sentiments for building best character in the students, environment, and sustainability for the enrichment of curriculum and holistic development of the students.

The Institute has established a National Social Service (NSS) under the SPPU. NSS organizes activities related to environment and sustainability, such as Swachha Bharat Abhiyan, Tree Plantation, and blood donation camps, which are organized under human value activities. Guest lectures are also arranged on cross-cutting issues like human ethics, gender equality & women's rights, sexual harassment in an organization, the right to live for everyone, etc. Professional ethics are imbibed amongst students by encouraging them to participate in professional activities like seminars, conferences, workshops, and tech activities. Students Chapters of departmental students have been established for the holistic development of students. The institute has an active Entrepreneurship Development Cell (EDC) that nurtures entrepreneurship's spirit.

Professional Ethics: The college has made various efforts to incorporate professional ethics in students. Students undergo mandatory audit courses like Entrepreneurship and Intellectual Property rights, knowledge management, Leadership and personality development.

Environment and Sustainability: The institute installed solar panels and rainwater harvesting systems to motivate young minds towards green initiatives. Graduate students are encouraged to visit these facilities to examine and understand the significance of environmental conservation. This enriches the student's knowledge base and improves the self-actualization and belongingness to society.

Gender and Human Values: "Gender Equality", "Blood Donation Campaign" and "Woman Rights Programme" are the most popular campaigns that are carried out with enthusiasm and help students

understand the nuances of human values and ethics. It also helps them to practice them in their daily social and professional life. Yoga sessions are conducted to raise students' awareness of health and well-being.

Awareness programs and events are organized on important national and international days such as World Health Day, International Women's Day, Teachers' Day, Engineers' Day, Republic Day, Independence Day, Yoga Day, Environment Protection Day, Sports Day, etc.

The Institute believes in gender equality and provides equal opportunities to boys and girls in all types of student activities. Special programs for female students are organized to empower women, such as a Placement program, "Maximum Female Candidates Recruited on a Single Day".

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

1.3.2

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

Response: 91.88

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

Response: 2038

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

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 70.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
737	408	286	264	372

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
972	492	492	492	492

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 69.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
349	173	121	117	136

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

2022-23	2021-22	2020-21	2019-20	2018-19
386	215	215	239	239

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 18.64

2.3 Teaching- Learning Process

2.3.1

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

Response:

All academic departments focus on student-centric teaching-learning methods to enhance student involvement in learning, which includes experiential, participative, and collaborative learning. It includes problem-solving, project-based learning, debates, think pair share, peer learning, seminars, mini and major projects, quizzes, Online tests, case studies, Question Bowl, Technical Videos in lectures, industrial visits, etc.

The institute organizes various technical events in which students present their innovative ideas.

Experiential Learning:

Students undergo summer internships, Mini projects, Industrial visits, field visits and Project-based learning to learn about the latest technology that allows them to apply their knowledge in practical situations.

Students participate in various events such as Hackathons, Go-Kart -Auto Race Championship, Plumbing Skills, Bridge events, Tech Junk, Project Exhibition, etc. It enhances critical thinking, problem-solving skills, and decision-making abilities.

Participatory Learning

Students are motivated to actively participate in various value-added courses through Coursera, NPTEL, AutoCAD & Revit, ETABS, 3D Printing & Reverse Engineering, ExcelR, Eduskills, Udemy etc.

Students present their project work on the latest technologies in the form of presentations, which improves their communication, presentation, and technical skills. Also, students present papers based on their BE project work at conferences. Students participate in various activities such as seminars, poster presentations, projects, workshops etc.

Student clubs like Coding, SAE, Biodiversity, Environmental, AIRC, Utsaah and Data Talks Club etc., conduct several events to develop technical skills, social connections, leadership traits and interpersonal skills.

Student associations like ACE, AESA, AISA, CESA, EESA, FESA, and MESA provide a platform for learning management and leadership skills by organizing and coordinating various activities.

Problem-solving methods:

Multiple activities are carried out to familiarise students with real-world issues. Students are involved in various problem-solving methods to boost their problem-solving abilities through final-year projects, mini-projects, project-based learning, programming/quiz competitions etc.

Faculty adopts ICT tools such as YouTube, e-resources, ERP, Learning Management Systems and Virtual Laboratories, MOOCs and other e-resources for an enriched learning environment.

All classrooms/ laboratories have interactive digital boards, computers, LCD projectors, LAN and Wi-Fi to enhance the learning experience.

Tools like Google Classroom, Microsoft Teams, Google Drive, Moodle, etc., are used to create, communicate, circulate, store and manage information. The institute has provided an internet and Wi-Fi facility with 1Gbps bandwidth and 2TB space in Gmail for students and faculty on campus. The institution has a seminar hall and a central auditorium equipped with a high-end computer system, internet facility with Wi-Fi, LCD projector with screen and audio video system.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 92.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
119	94	94	96	96

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 22.41

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

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

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The institute has a mechanism for internal examination, assessment and grievances. The institute is affiliated with SPPU, and the students' external evaluation is carried out per the University guidelines. As per the curriculum, practical/oral/ Term work evaluation is done at the end of the semester through an internal examiner appointed by the institute and an external examiner appointed by the University. Theory courses are evaluated in stages as, in-semester examination of 30 marks and end-semester examination of 70 marks.

Term work is continuously assessed by the faculty members based on students' performance during the semester. The institute has evolved a transparent continuous assessment mechanism. Term work is evaluated based on the unit tests, assignments, attendance, quizzes, seminar, mock practical, mock oral, presentation, timely submission, etc. Students' signatures are taken as and when the marks are entered into the record. The respective teacher and head of department address any grievance regarding the term work assessment.

To conduct the internal examinations transparently, the question paper pattern is discussed with students before the internal examinations. The model answer sheet is given to the students. The modus operandi for evaluation of answers and areas of improvement are discussed with the students, and marks are displayed on the notice board. Grievances, if any, are addressed through the Grievance redressal mechanism.

Internal and External Examinations were conducted online during the COVID period by SPPU due to the pandemic situation. The changes in the evaluation system, if any, were communicated to the students.

The Institute appoints a senior supervisor to conduct theory examinations of SPPU smoothly. The grievances regarding SPPU examinations have been resolved with the help of the College Examination Officer (CEO). The examination grievance redressal cell is formed, including the Principal and CEO. SPPU provides detailed guidelines in advance. Any grievance/request received from the students related to SPPU examinations (in-semester, end-semester, oral/practical etc.), such as discrepancies in exam form, hall ticket, question paper, malpractice, mark sheet, is discussed with the Principal and forwarded to SPPU examination cell for the necessary action. All grievances are resolved timely.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The programme and course outcomes for all the programmes offered by the institution are stated and displayed on the website of the institute. POs and COs are communicated to teachers and students via a notice issued by the principal. POs are prominently displayed on the departmental notice board and classrooms. In the departmental meeting with the teachers, the head of a department discusses the COs, POs & PSOs. COs are also kept in the subject teacher's course file. At the start of teaching a particular course, the subject teacher explains POs and COs to the students.

<https://adypsoe.in/compUg.html>

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

For the attainment of COs, POs, and PSOs, indirect assessment, direct internal assessment, and direct external assessment are used. An indirect tool of assessment is the course exit survey. The course exit survey is conducted based on all six COs. In the direct internal tool of assessment, marks of unit tests and continuous assessment marks of each student are used, whereas in the indirect external tool of assessment, the percentage result (university) of the subject and marks of Practical/Oral/Term-work are used. The weightage given for direct assessment (Internal) is 20% to tests and 10% to continuous assessment, whereas 60 % to university results of the subject and 10% to Practical/Oral/Term-work. CO attainment is calculated by giving 80% weightage to direct assessment and 20% to indirect assessment. Attainment of PSO is calculated by using the level of PSO and level of CO attainment.

The subject teacher prepares a matrix of CO-PO & CO-PSO mapping and provided justification for CO-PO & CO-PSO mapping. The attainment of PO, PSO is calculated by Direct and Indirect attainments. Direct attainment includes the attainment of each CO contributing towards the attainment of PO, and indirect attainment includes stakeholders' views on the PO/PSO attainment. 80% weightage is given to Direct, and 20% weightage is given to Indirect attainment. CO attainment is further divided into two parts, viz. Course attainment (direct) and course exit survey (indirect). CO attainment is calculated based on internal and external assessment. 30% weightage is given for internal assessment, and 70% weightage is given for external assessment. Internal attainment is calculated based on the performance of students in Summative tests, unit tests, assignments, and laboratory assignments. External attainment is calculated based on university examination results such as Insem, Endsem, OR/PR examinations.

For every course, 3 target levels (Low, Medium, High) of internal and external attainment are defined and calculated using a weighted average. Indirect attainment of PO and PSO is also calculated based on various surveys and feedback.

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

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 91.09

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
327	459	507	435	398

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

2022-23	2021-22	2020-21	2019-20	2018-19
479	479	516	442	418

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

2.7 Student Satisfaction Survey

2.7.1	
Online student satisfaction survey regarding teaching learning process	
Response:	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 60.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
12.41	0	43.76	2.75	2

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Innovation, incubation, and entrepreneurship are the keys to national growth and are the needs of the day. Higher educational institutes play an important role in nourishing the skill sets required to promote innovation and facilitate incubation for students to become entrepreneurs. With this aim, the institute created an ecosystem to promote innovation by setting up a Centre of Innovation, Incubation and Entrepreneurship (CIIE), Entrepreneurship Development Cell (EDC), Intellectual Property Rights Cell (IPR), and state-of-the-art research and development (R&D) infrastructure facilities. In addition, the institute supports students in participating in various technical events such as 'Tech-Junk' and Hackathons to nurture creativity. Innovation-focused policies promote student-led start-ups and ventures to protect and respect intellectual property.

The institute has well equipped infrastructure to support innovation through the availability of high-end systems, 3D printers, product development lab for experimentation, prototyping, and testing. The cell has

initiated activities like incubation support, start-up initiatives & training programs. With the help of faculty mentors, students contributed and successfully showcased their innovation at various national-level events like Go-kart, Auto India Racing Championship (AIRC), etc.

Team cyberian coder has won the first prize (Rs—1,00,0000 in the smart Indian Hackathon under the student’s innovation category in 2022. In 2023, 9 teams participated in the Kawach-2023 Hackathon, and 2 teams were selected for the final round. .

IPR cell creates awareness among the students, faculty members & all the stakeholders of the Institute willing to protect their innovative ideas through IPR and support in patents, copyrights, and design registration. To date, 21 patents have been filed and published by faculty members, out of which 4 patents have been granted.

The EDC strives to identify, nurture and support budding entrepreneurs by conducting workshops expert sessions, and sharing success stories of entrepreneurs. The EDC enables an environment for start-ups through mentorship programs.

R & D cell is actively contributing to encouraging the students and faculty members through various seminars, workshops, and awareness events for publishing their research work in reputed journals/National/International conferences. This cell handles various research projects funded by AICTE, ASPIRE Savitribai Phule Pune University, and a joint collaborative international project funded by the DBT Government of India. The Government of India sanctioned 81.9 lakhs for the "SPRING" project.

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

3.2.2

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

Response: 51

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	12	4	1	9

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

3.3 Research Publications and Awards

3.3.1

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

Response: 3.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
77	147	92	53	106

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

3.3.2

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

Response: 6.5

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

national/ international conference proceedings year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
855	22	78	60	12

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

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

Response:

The institute organizes several extension activities to promote the institute's neighbourhood community and sensitize the students towards community needs or issues. The institute actively runs the National Service Scheme (NSS) and National Cadet Corps (NCC). Through these units, the college undertakes various extension activities in the neighbourhood community, sensitizing students to social issues. NSS volunteers address social issues, which include cleanliness, tree plantation, water conservation, traffic, road safety etc. They are also instrumental in celebrating traditional and cultural activities, thus inculcating human values.

NSS student volunteers and the staff have also helped Zilla Parishad Primary School at Harantale in many ways by continuously organizing programs for the welfare of the school students. Some of the activities include the distribution of uniforms and shoes, water bottles, sweaters, sports equipment, and stationary. Fun-filled activities like Arts and crafts, Drawing, and Rangoli competitions are also organized for the school students.

NSS organizes a residential 7-day special camp in the nearby village and several activities like addressing social issues, environmental awareness, women empowerment, national Integrity, shramdan, cleanliness, etc aimed at creating awareness for the improvement of rural areas. Other special extension activities include Swachha Bharat Abhiyan (Alandi,Wari), tree plantation and conservation, Cyber

security and Fraud Transactions Awareness, a Medical Camp at Naigaon, a cleanliness rally and street play event at Lohegaon, Education Awareness Rally, Rally for Water Conservation Awareness, river cleaning etc. Snehwan and Dehu gaon Gram panchayat have expressed appreciation for the efforts of NSS through an appreciation letter. Every year, birth anniversary celebrations for great people are celebrated as per the guidelines.

During the pandemic, student volunteers made significant efforts to raise awareness about COVID-19 by conducting awareness seminars and videos and hosting vaccination drives. Additionally, our students volunteered for the Swaccha Wari, Swasth Wari, Nirmal Wari, and Harit Wari, organized by Savitribai Phule Pune University, NSS.

NSS and NCC celebrate World AIDS Day, World Anti-tobacco day, and World Environment Day. International Yoga Day is also celebrated each year. NCC activities include - Cleanliness activity under Puneet Sagar Abhiyan at Indrayani River, Cultural activity at Aapulki old age home near Alandi, Swachhata Campaign at Khandoba Hill, Lohegaon, Awareness rallies (skit) activity under Puneet Sagar Abhiyan at Indrayani River and Traffic Management at Porwal Road and Dhanori Jakat Naka. NCC cadets also welcomed participants of a mega cycling expedition named Mahaparikrama, which was organized to celebrate Azadi Ka Amrit Mahotsava.

Departmental clubs like Environmental, Biodiversity, and Utsaah carry out various outreach activities like visits to orphanages and old-age homes, disposal of plastic and E-waste, and hill cleaning as part of their social responsibility. The institute also celebrated Har Ghar Tiranga to inculcate patriotism in the community. All the above-mentioned activities have created a positive impact on the students and improved the leadership skills, and self-confidence among students. The students interacted with different stakeholders and learned the basic structure of rural communities, dynamics, the problems and issues they encounter in daily life, and the ways and means they handle the issues and cope with them to lead their lives.

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

3.4.2

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

Response:

Gram Panchayat of Dehu Gao, Lohgaon and Charholi has recognized the efforts of NSS for the cleanliness of the Indrayani River, cleanliness, and other social awareness activities. Snehwan appreciated the efforts of NSS in conducting various social activities. River cleaning Awareness program "Namami Indrayani " under the National Service Scheme (NSS) was organized at Indrayani ghat, Alandi. This program was done in collaboration with Alandi City Council and Namami Indrayani Parishthan

Alandi. ZP Primary School, Dighe Bhadale Vasti, appreciated NSS Officer Mr Dilip Ghule's active participation in the Winter camp for school cleanliness and tree plantation. He also expressed thanks for creating social awareness and cultural activities through a written note. The ZP School of Harantale has expressed gratitude and appreciated the Department of Electronics and Telecommunication Engineering for conducting various activities to sensitize students to social issues, thus contributing to holistic development. Principal Mrs. Trupti Todkar has expressed heartfelt gratitude to the Institute for organizing Ajeenkya Van Mahotsav to distribute school stationary and sports equipment.

A blood donation drive is organized every year by the Mechanical Department, and several faculty members and students have received recognition for their selfless blood donations. The blood drive was organized in association with Om Blood Center, Pune. This activity has received a certificate of honour from Om Blood Center Blood Bank and appreciation for an association of 4 years. With a noble cause of restoring the electrical supply of Harantale ZP School, the Institute helped with the Electricity bill payment of Rs 6730/-.

On India's 75th Independence Day 15th August 2022, the Institute made a record in the India Book of Records by forming the longest-moving Bicycle line to spread awareness about health and environmental issues.

The institute has received a certificate of record from the India Book of Records for preparing the maximum quantity of Pulao to spread the message of peace and goodwill. Students and faculties of different religions prepared the pulao, thus appreciating unity in diversity and representing harmony in the institute. The Pulao was distributed to needy people with the help of NGOs, alumni, students, and faculty.

Mr Raghvendra Singh Rathore represented his NCC directorate at the annual NCC Republic Day Camp held in New Delhi during December and January 2022. He has also participated successfully in the Youth Exchange program conducted in Bangladesh in December 2023.

Prof. Aniket Nemade, from Civil Engineering, had undergone CTO training at the NCC training centre at Kampti for a period of three months, after which he was promoted to Lieutenant.

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

3.4.3

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

Response: 64

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

last five years

2022-23	2021-22	2020-21	2019-20	2018-19
40	8	1	5	10

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

3.5 Collaboration

<p>3.5.1</p> <p><i>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</i></p> <p>Response: 32</p>	
File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institute has a picturesque and lush green campus with infrastructure as per the statutory requirements. The physical infrastructure comprises classrooms with ICT facilities, tutorial rooms, laboratories, seminar halls, a computer centre, a workshop with full-fledged machinery, a spacious central library and a central placement office. The classrooms and seminar halls are well-ventilated, illuminated and furnished with ergonomically designed furniture. These are well equipped with interactive boards and panels, LCD projector, LAN connection, and high-speed Wi-Fi for enhanced teaching and learning processes. The institute has Girls and Boys Common rooms, a medical inspection room, a reprography and stationery shop etc. The laboratories have state-of-the-art equipment like 3D printers, wind tunnels, accelerated curing tanks, FFT analysers, Spectrum analysers, PLCs, Digital Universal Testing Machine (UTM) and required software. The institute has equipment beyond the syllabus, like Standard Penetration Test (SPT), Ultra sonic pulse velocity (UPV), Low capacity Concrete Testing Machine (CTM), core cutting machine etc. The institute's workshop has adequate facilities and trained staff for imparting practical skills to the students. The institute has well-equipped seminar halls and auditorium for conducting seminars, co-curricular and extracurricular activities, Faculty Development Programs (FDP) and several value added bridge courses. An Internet facility with 24x7 LAN/Wi-Fi connection is available in the faculty cabins, class rooms and hostel. The institute has an Enterprise Resource Planning (ERP) system. The students and staff are also provided with an exclusive research and innovation lab to conduct research, product development, and consultancy work. There is an adequate variety of sports facilities along with sports director to keep our students physically and mentally fit in their day-to-day lives. The institute is equipped with outdoor sports facilities like synthetic basketball and tennis courts, volleyball courts, and state-of-the-art indoor games like badminton, table tennis, carom, an open gym, chess, and a yoga centre. There is a vibrant Cultural 'Avirat Club' with a separate room requiring musical instruments, and it has won laurels by participating in various competitions. There is a girls' and boys' hostel on the campus with well-furnished rooms with 24x7 Wi-Fi connectivity and hot water catered by solar heating. The institute has adequate parking, including solar parking sheds and separate spaces earmarked for differently-abled persons. There is provision of RO drinking water with coolers installed on all the floors. The discarded hard water from RO is recycled for groundwater recharging. There is a rooftop rainwater harvesting system for recharging the ground water.

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

4.1.2

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

Response: 15.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
170.1287	30.0098	13.9582	29.7821	18.6976

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library is well furnished with proper lighting and ventilation to provide a conducive environment for learning. The library possesses 29177 volumes with 7654 titles & also caters to 2218 UG and PG students besides more than 220 teaching and non-teaching staff. The central library offers various

services like a book bank, book reservations, Inter-Library Loans, a Digital Library, a Relaxing reading section, book recommendations, and current awareness services (New arrivals, mail alerts etc.). The library is automated using KOHA library management software. KOHA is a web-based integrated library system capable of managing a wide range of administrative processes typically found in modern libraries: cataloguing, authority management, serials management, circulation, acquisitions, reporting, OPAC, etc. The central library also developed the ADYPSOE LIBRARY app, which facilitates and streamlines the online information about the library, such as collection, services, best practices, initiatives, activities, celebrations, etc. The library has well-stocked required resources of books, periodicals and magazines which are continuously updated in view of a current dynamic environment. It has a stack section, reading section, reference section, digital library section, kindle section, and group study area with Wi-Fi connectivity. The library has subscribed to IEEE-ASPP, Wiley-Data and Cyber security, NDLI and DELNET. The library has various reading materials on MPSC, UPSC, GATE, GRE, etc., that help students prepare for competitive examinations. The NPTEL videos, previous year's question papers and the syllabus is made available on the web page of the library. UG and PG project reports stacked in the library serve as references to our students for seeking new topics for their seminars and projects. The entry and exit to the library is automated through in-house developed user tracking software, thus giving real-time footfall. The annexe of Kitabi Cafe in the library provides students and faculty with a relaxed and stress-free ambience for reading and creative ideas. The library has a Turnitin software facility to check research manuscripts or thesis for plagiarism. The periodical section has a unique collection of environmental magazines. The library's reading room is open for extended timings from 9.00 am to 6.00 pm. The library has an innovative Chatbot AI tool that is made available to readers to enhance their learning capabilities. Since the establishment of the institute, the total investment of the library in resources (Books, print journals, e-journals, etc.) has been Rs.1.14 crore. The average expenditure of the library for last five years on books, print journals, e-journals and e-books is Rs. 205000. Per day, the average footfall of students and staff is 201. The library organises various events like student orientation programs, book exhibitions, library tours, etc. to imbibe reading culture amongst the users. The central library also conducts best practices such as a barcode-based in-out system, library in the class, and annual best reader award to develop a reading culture amongst students. In order to fulfil the information needs of students and faculty, the library has taken institutional memberships of RIT Islampur, JKRC of SPPU & DELNET.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institute has a strong and robust IT infrastructure to cater to students' requirements and the curriculum as necessitated by SPPU. It is the policy of the institute to keep its faculty and students updated on recent developments in ICT. The campus is Wi-Fi enabled with a total of 70 Sophos Access Points. The 1500 Mbps bandwidth is available to all the students and faculties, upgraded annually. The institute has 570 desktops and Sophos Firewall XG for network security and unwanted prohibitive sites like criminal, pornographic etc. Updating and maintenance of all systems is carried out regularly, which includes weekly preventive maintenance of all the computers like antivirus scanning of computers, defragmentation and deletion of temp files etc. The institute has Quick Heal Antivirus software (version 23.00), and open source and license software are available for students. The institute has a Microsoft campus agreement, which enables the campus to get the updated Microsoft OS, office 365 and 10,000 team users licence. The hostel has 24x7 Wi Fi connectivity. All computers are well maintained through a dedicated maintenance team. LAN connects the computers through a leased line. There is a central server room for maintaining connectivity and cyber security related issues. The institute uses a G-suite facility of 2 TB space on the cloud for all students and faculties. There is a biometric system of attendance for the faculties and staff. A robust server is used for conducting various exams like MPSC, CUET, AFMC, JEE, NATA, UPSC, CET and SPPU exams. There is an elaborate network of CCTVs on all the floors, classrooms and labs, thus covering the entire building. To conduct lectures online/blended, the classrooms are equipped with an interactive Wi-Fi-enabled smart TV, an interactive smart board, a projector, a camera, a PC, and speakers. There are 4 UPS power backup systems with 40 KVA for all the computers. Besides, there is a dedicated DG set backup. We have EPBAX for internal communication and the latest Jio-SIP connectivity for external communication, which uses IP protocol to ensure voice clarity and security. All HODs are provided with a laptop for administrative work. All the IT facilities are periodically updated. The institute has a cloud based ERP system for automating academic and administrative processes. The institute has seminar halls with video conferencing facilities.

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

4.3.2

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

Response: 3.89

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

Response: 570

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 52.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
172.996	368.027	32.05335	234.11007	99.56054

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 77.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
1765	1396	1256	1115	1173

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 80.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
1101	1165	2512	941	1268

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 62.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
266	364	274	297	255

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

2022-23	2021-22	2020-21	2019-20	2018-19
479	479	516	442	418

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

5.2.2

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

Response: 10.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	30	14	06	16

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 36

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	1	0	9	9

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Response: 40

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	32	25	38	45

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

5.4 Alumni Engagement

5.4.1

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

Response:

Our Alumni Association registered as ALUMNI ASSOCIATION OF D. Y. PATIL SCHOOL OF ENGINEERING CHAROLI B.K. with registration no., Mah./ 1392/Pune dtd. 05/10/2017. The Alumni Association is an excellent forum to bring together former students to foster connections, share experiences, and contribute to the academic development of current students. Our alumni have been actively participating in various activities to support the existing students and faculties for the development of the department & Institute. The institute organizes alumni meetings every year to fulfil the said objective.

The alumni association provides a platform for passed-out students to share their experiences and insights with current students, which can be valuable in choosing the right career options. They offer guidance regarding placement opportunities, higher studies, and entrepreneurial journeys. The alumni's involvement in delivering expert talks, lectures, and hands-on sessions on the latest happenings in the industries is commendable. These initiatives help students select their career paths more wisely by gaining practical knowledge and exposure to relevant skills.

Moreover, the alumni's contribution to pre-placement training is highly beneficial. Building the necessary skills and making students more employable is crucial in today's competitive job market. By providing such training, the alumni are making a significant impact on the students' future prospects. Alumni are actively engaged in social activities organized by the institute. They are involved in organizing events like blood donation camps, tree plantation drives, Swachh Bharat Abhiyan, Yoga and meditation sessions, etc., which reflects their commitment to giving back to society.

Lastly, the initiative of our alumni, who gave funds for prize distribution, infrastructure, books, go-kart, and lab development, is truly commendable. Financial support makes a significant difference in the lives of deserving students by encouraging them to boost their academics on all fronts. Overall, the efforts and contributions of our alumni are remarkable and play a vital role in the holistic development of current students. Their engagement and support create a positive and nurturing environment within the institution.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

- **Vision:** “Empowerment through quality technical education”

- **Mission:**

1. To achieve excellence in teaching, learning & research
2. To impart skill-based education to meet the needs of industry & society.
3. To excel at the centre of excellence in technical education.
4. To inculcate social & ethical values among the students

The institute adheres to the governance framework outlined by the UGC for affiliated institutions, ensuring a robust structure for oversight and development. Governance involves multiple bodies such as the Governing Body (GB), the College Development Committee (CDC), the Internal Quality Assurance Cell, the Internal Complaint Committee, the Grievances Redressal Cell, and various statutory and non-statutory committees comprising representatives from management, faculty, students, alumni, parents, and industry experts. Regular meetings are conducted to discuss suggestions, and action-taken reports are disseminated to members and posted on the website for transparency.

Strategic planning covering academic, research, administrative, and infrastructural growth is thoroughly discussed and implemented, with input from department heads, committee coordinators, and functional heads. The institute operates on a decentralized administrative model, promoting participative management aligned with its vision and mission. This decentralized approach is evident in the hierarchical leadership structure, empowering departments with authority within institutional policies.

Stakeholder satisfaction is a paramount goal achieved through academic excellence in a disciplined environment. An outcome-based education system is entrenched, with program outcomes, course outcomes, and attainment methodologies collaboratively devised and executed by course teachers. Pedagogical methods emphasize student-centric and innovative approaches such as interactive, collaborative, inquiry-based, and project-based learning facilitated by modern tools like smart classrooms.

A well-defined Perspective Plan guides short-term and long-term goals, implemented through systematic strategic planning. The head of the institution, supported by the Internal Quality Assurance Cell, oversees policy implementation and quality monitoring. The IQAC continually assesses teaching-learning

processes and extracurricular activities and conducts audits to ensure stakeholder satisfaction.

Continuous improvement is pursued through IQAC-led strategies, identifying areas for enhancement and suggesting changes. Mechanisms for periodic review ensure ongoing refinement of administrative and academic functions. Guided by 24 policies and 4 process manuals, the institution operates efficiently. A total of 32 committees further promote effective leadership aligned with the institution's vision and mission.

The institute's governance structure emphasizes transparency, participative management, and continual improvement, ensuring alignment with its overarching goals of academic excellence and stakeholder satisfaction.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Institute's Perspective Plan is intricately woven with its Vision, Mission, Quality Policy, and Quality Objectives, now restructured to align with the NEP 2020 Policy. An established organizational structure facilitates effective functioning, comprising the Governing Body (GB), College Development Committee, IQAC, Department Advisory Board, Deans, Heads, Registrar, and various functional committees. These bodies convene regularly, meticulously documenting meeting minutes and action taken reports.

The apex body, GB, sets the institution's vision and major policy directions, while the CDC steers academic and administrative enhancements. Heads of departments and functional heads craft action plans guided by directives from GB, CDC, and IQAC, focusing on key quality indicators. Progress is closely monitored, with IQAC meetings providing a platform for feedback and improvement actions.

Policies such as Internal Quality Assurance, HR, Staff Welfare, and Resource Management adhere strictly to statutory regulations. Consultation with stakeholders, facilitated by bodies like GB and CDC, shapes policies related to consultancy, research, and faculty welfare. Comprehensive service rules, recruitment policies, and procedures are in place.

E-governance has been bolstered to facilitate online education and hybrid learning modes. ERP, LMS,

and MS Team applications streamline admission, academic administration, and examinations. ICT-enabled classrooms enhance teaching methodologies, while collaborations with industry professionals via technical talks, workshops, and MoUs enrich students' exposure.

The Strategic Development Plan (SDP) mirrors the institute's vision and mission, propelled by GB and CDC, with input from the entire organizational hierarchy, including faculty and students. Stakeholders are kept informed through the institute website, and feedback from students, parents, industry, regulatory bodies, and faculty inform SDP deployment and reviews.

The goals are set in the perspective plan (2018 to 2022).

- To set up centres of excellence in all departments.
- To strengthen industry linkages and collaboration
- NAAC with a higher grade (A++)
- Obtain the Academic Autonomy.
- NBA Accreditation to all departments.
- To increase the involvement of students and staff in research.
- Outcome-based focus on entrepreneurship development.
- Research Centre in each department.
- To establish an innovation ecosystem and Startup centres.
- To create awareness and increase the consultancy projects in all departments.
- Place all students in tier-1 companies with an average 5 LPA package
- All the labs of civil departments are to be accredited by NABL.
- MOU with reputed national/international institutions and organizations.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Staff Welfare Measures:

The institute endows its employees with several welfare measures. Our institute's teaching and non-teaching staff are blessed to be working in an environment with state-of-the-art infrastructure. A green and clean work environment with a well-defined HR and Staff Policy through which it administers manpower planning, development, recruitment, and employee well-being. Besides these facilities, all the employees are given utmost importance, and the institute recognizes their needs. In addition to statutory requirements, the institute implements various welfare schemes.

The institute has a variety of welfare schemes for teaching as well as non-teaching staff, as follows:

- Healthcare facility on the campus and Tie up with nearby hospital

- Medical insurance policy
- Maternity and Paternity leaves
- Free Yoga classes and meditation sessions.
- Sports facility for staff.
- The management gives two sets of uniforms for the non-teaching staff free of cost.
- EPF: The Employee Provident Fund is a scheme that helps people save up a sufficient corpus for retirement. The institute contributes towards EPF as per prevailing norms.
- Gratuity: Gratuity is given by the Institute to eligible employees for the services rendered by him/her during the period of employment as per the prevailing norms.
- Best teaching and non-teaching staff award.
- Loan benefits from Ajeenkya Employees Credit Co-op Society Ltd.
- Concession in school fees for the children of the employees studying in DY Patil International School at Lohegaon.
- Staff Quarters/ Residential Quarters are provided to the few teaching and non-teaching staff of the college in campus.
- Financial support to attend and present research papers at conferences, online certificate courses, publications in reputed journals, membership fees, etc.
- Accidental Insurance Coverage Policy.

Performance Based Appraisal System:

The institution has an effective Performance Appraisal System for teaching and non-teaching staff. The institute follows a self-appraisal method for the performance evaluation of staff.

The institute has divided the Annual Performance Indicator (API) into three categories;

1. Teaching.
2. Research.
3. Administration.

The API Score is reviewed by the respective Head of the Department and the Head of the institution.

Emphasis is placed on sharing feedback with the teachers. The feedback will help the teachers to know their attainment levels in different realms of API and provide motivation to improve their performance further. So far as the non-teaching staff's appraisal is concerned, the college follows the standard format for its regular non-teaching employees. The institution has also adopted a performance-based appraisal system based on 360° feedback for all staff members.

Teaching and non-teaching staff performance appraisal is annually carried out using the prescribed format named API. The adverse remarks and remarks of appreciation of any outstanding work shall be brought to the notice of the person concerned by the Head of the institution with a view to making improvements in the performance of the faculty concerned.

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

6.3.2

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

Response: 59.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
110	56	6	43	59

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

6.3.3

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

Response: 56.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
201	175	31	21	75

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

2022-23	2021-22	2020-21	2019-20	2018-19
104	81	79	87	76

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Mobilization and Utilization:

The institute has maintained a very transparent financial audit system. The only source of receipts/income is Tuition Fees and Development fees from the students. The only financial resource mobilization option available at the institute is student fees. The institute fee is fixed by the Fee Regulatory Authority (FRA), which the Maharashtra government constitutes. The institute submits the annual expenditure to the FRA and gets the fee approved. The effective and efficient monitoring of the utilization of the institute's available financial resources is carried out through a well-defined procedure.

The budgetary requirements are raised by all the academic and administrative departments and various subcommittees every year as per the prescribed format and with justification. The requirements with proper specifications and justification are submitted to the Budget and Finance Committee and then to the Head of the institution for consideration. The Head of the institution rigorously reviews the budget requirements submitted by all the concerned and discusses the requirements and justification with all the concerned. This draft budget proposal is presented to management for review and approval, and all the details are given. After approval from the management, the budget is presented to CDC. After approval from the CDC, the budget finally gets approved by GB. Once the budget is approved, every concerned academic and functional head is informed about their approved budget. The utilization is done according to the budget allocation scrupulously following the institute's well-defined procurement/purchase procedure.

Financial Audit:

The Institute has a procedure to monitor and audit the effective and efficient utilization of available financial resources for recurring (salary, licenses, maintenance, etc.) and non-recurring (infrastructure development) and academic processes. The Institute budget is prepared every financial year based on the requirements received from the various heads of the department and functional heads.

Internal and external auditors audit all the expenditures, credits and debits. The management appointed the external auditors. Audit frequency is twice a financial year, and the quarterly mandate for the auditing staff is 45 days in total. The chartered accountant audits the balance sheet consisting of income and expenditure. The audit is conducted rigorously with 100% vouching.

The audit checkpoints consider purchase bills, quotations, approvals, cash receipts, payments, fee receipts, and bank transactions. All the purchase bills and other documents are audited in original. The statutory payment audit on TDS, Professional tax, provident fund payment, and employee settlement is also carried out. The objections raised in the Internal and External audit reports are reviewed by the Management, Head of the institution and Accountant, and the necessary compliances are carried out toward fulfilling the objections raised. Any discrepancies are duly brought to notice and rectified immediately.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC was set up in the academic year 2016-17. IQAC defines the quality benchmarks and parameters for various academic and administrative activities. IQAC is represented by all the stakeholders, including management, faculty, administrative staff, students, parents, alumni, industrilists, and a senior faculty member as coordinator. Quality enhancement is a continuous process; the IQAC has been playing an important role in setting up the quality benchmark and striving towards the realization of the goals of quality enhancement and sustenance. The primary objective of the IQAC is to develop a system for conscios, consistent, and catalytic improvement in the institution's overall performance, as well as to facilitate the internalization of quality culture and institutionalization of best practices.

The functions of the IQAC include

- Identification and implementation of quality benchmarks/parameters for the institution's various academic and administrative activities catering to the requirements of NBA, NAAC, NIRF, Autonomy, and Ranking agencies.
- Updating the information on policies, processes, procedures, academic and administrative process manuals and disseminating the same to all the stakeholders.
- Organization of workshops and seminars on NEP and quality-related themes promote quality circles and enhances awareness amongst all the stakeholders.
- Guiding all the concerned and coordinating in laying down the procedures and processes for compliance of accreditation and ranking agencies.
- Acting as nodal agency and facilitating all activities, including timely submission of AQAR, AAA, SSR, SAR, NIRF, Ranking Data, and all the related documents to comply with accreditation and ranking processes.
- Any other work assigned by authorities related to accreditation and autonomy on a time-to-time basis related to accreditation and ranking activities.

ADYPSOE- IQAC has initiated the following quality initiatives and institutionalized significant improvements in the institution's quality assurance and overall performance.

- Perspective Plan
- Strategic Plan
- ISO Certification
- NABL accreditation
- NIRF Ranking
- India Today Ranking
- Implementation of NEP in a phased manner.
- Minimum of 4 meetings of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements
- Conduct a detailed study and analyze the requirements of NBA, NAAC, NIRF. etc.
- Disseminated the Accreditation and Ranking requirements through various seminars, FDPs, and workshops.
- Proposed an action plan for achieving better scores in accreditation and ranking

- Identified Quality Indicators and developed 47 IQAC documents/formats with benchmarks to cater to all Accreditation and Ranking Expectations as a guiding document for the departments, committees and faculty to continuously record the status with respect to benchmarks, monitor the progress and set the targets. The formats include both qualitative and quantitative metrics.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Measures initiated by the Institution for the promotion of gender equity:

The institute believes in the principle of equality and exclusivity. The institute is committed to creating a healthy environment that enables students and staff to learn and work without fearing prejudice, gender bias and gender discrimination. Since its inception, the Institute has continued to remain committed to fostering an inclusive environment and creating a fair and equitable space for all staff and students, irrespective of their gender by giving equal opportunities to women in all academic and administrative activities. The average percentage of female staff members and female students in the Institute is above 25%, which is quite encouraging. The women staff members represent major administrative posts and various institute-level committees. The institute also shows gender sensitivity and ensures women's safety by forming an Internal Complaint Committee, which ensures the prevention and Prohibition of Sexual Harassment of female employees and female students. Institutes publicly notify the provisions against sexual harassment and ensure their wide dissemination. The institute has a gender policy and women empowerment cell and regular sensitization of the students is carried out. Various programs include the Celebration of International Women's Day, Women's Rights and Laws, the celebration of Girl Child Day' Health and Hygiene Awareness', and women's safety and empowerment programs. The institute has received an award from India's Book of Records for the maximum number of female Candidates recruited on a single day.

The Institute takes the following measures to practice gender equality.

(a) Safety and Security:

Well-trained and vigilant women security guards are stationed across the campus. Security checkpoints are available at campus entry and exit. The institute is under a 24x7 functioning surveillance network. We have Separate girls' and boys' hostels with dedicated wardens. The institute follows an Anti-Ragging policy, and the anti-ragging Squad ensures discipline and security at hostel premises.

(b) Counselling:

Counselling facilities are available for all students irrespective of gender, and Each department allocates a mentor for a group of students. We have Grievance Redressal Committees for staff and students. The institute has doctors on the campus.

(c) Common Rooms:

Separate common rooms are allotted for girls’ and boys’ students, which also facilitate meetings and discussions. Institutional initiatives to celebrate/organize national and international commemorative days, events, and festivals: The institution celebrates and organizes national and international commemorative days, events, and festivals with great enthusiasm to commemorate the ideology of nationalism and to pay tribute to our great National Leaders. The institution's Faculty, Staff and Students come together to celebrate these occasions and spread the message of Unity, Integrity, Peace, Love and Happiness. Some of the national and international days that our institute celebrates are given below:

- Republic Day
- Independence Day
- National Constitution Day
- Library day
- Marathi Bhasha Gaurav Din
- Vachana Prerna Din
- International Yoga Day
- Engineers Day
- Women’s Day
- Teachers Day
- Dr.Babasaheb Ambedkar Jayanti
- Shivjayanti
- Teachers day
- National unity day
- International day of Girl child
- World Environmental day
- World AIDS Day
- Savitribhai Phule Smruti Din

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The institute is known for its diversity and harmony. Even though admissions are centrally carried out by the Central Admission Program (CAP) by the Maharashtra State Government as per the rules and regulations, the students admitted to our institute belong to various states across the country with different cultures, regions, languages, and socio-economic backgrounds. The teaching and non-teaching staff are recruited as per the norms prescribed by the statutory bodies from time to time. Staff members also belong to various categories, and even the administrators and functional head positions are occupied by staff with different backgrounds on a merit basis. This exhibits the efforts by the institute to maintain an inclusive, homogeneous and conducive environment.

We conduct a student induction program for the freshers entering an institution, as they come with diverse thoughts, backgrounds, and preparations. The purpose of the induction program is to make the students feel comfortable in their new environment, open them up, create bonding in the batch as well as between faculty and students, and develop awareness, sensitivity, and understanding of the self, people around them, society at large, and nature. Students and newly joined faculties undergo an induction program.

- Life skill workshop for Yoga and Meditation.
- Motivational talks.
- Mental health and happiness
- Extracurricular activities, etc.

All the students and staff celebrate together and greet each other on all the cultural events, festivals and National holidays. All the extracurricular, co-curricular, and professional society activities, including sports, are well organized and participated in by all the students irrespective of their background.

Student and Staff welfare committees take utmost care that everyone gets an equal opportunity and maintain harmony amongst the staff and students from various backgrounds. Communal divides are nil. The Institute has a robust and longstanding commitment to its social responsibilities. The NSS Cell has undertaken many socially responsible drives in the areas of charity and initiatives towards the underprivileged in society. Differently, abled students and staff are supported with all the infrastructural facilities required for a barrier-free environment, like the provision of ramps, lifts, wheelchairs, parking, etc.

The Institute is fully committed to the Indian Constitution, in word and spirit. Various initiatives are taken at the institution to make the students and staff aware of constitutional values, obligations, rights, and responsibilities. Every year, Independence Day is celebrated to highlight the struggle of freedom and the importance of the Indian constitution. Republic Day is celebrated on 26th Jan by organizing activities highlighting the importance of the Indian Constitution. Similarly, Constitution Day is celebrated on 26th November by reading out the Preamble as stated in the Constitution of India. As part of the curriculum, non-credit audit courses on the Constitution of India and Cyber Security Social awareness are included to make the students aware of constitutional values, obligations, rights, and responsibilities. The institute has also received a certificate of record from India's Book of records for preparing the maximum quantity of Pulav to spread the message of peace and goodwill.

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

7.2 Best Practices

7.2.1

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

Response:

Institute Best Practices

Best Practice – I

Title: - Competency Based Education and Assessment

Objectives of the Practice:

- To create a student-centric environment by incorporating experiential and participatory learning opportunities.
- To bridge the gap between theoretical and practical application
- To enhance students' problem-solving and critical-thinking skills

The Context:

1. Conventional teaching methods emphasize passive learning, relying heavily on lectures and reducing student engagement.
2. Practical application in education is limited, hindering students' ability to apply knowledge to real-world scenarios and weakening the connection between theory and practice.
3. Meeting diverse student abilities, learning styles, and prior knowledge is challenging, posing obstacles to providing equal opportunities for competency development.

The Practice:

Experiential and participative learning methods, like prototype development, projects, industrial visits, case studies, simulations, mentorships, group discussions, research, and multimedia resources, foster practical exposure, critical thinking, problem-solving, collaboration, and industry integration for impactful learning experiences.

Constraints and limitations: -

- Experiential and participative learning activities demand more time, straining curriculum coverage within limited class hours.
- Limited resource availability, like materials for prototypes or software for simulations, presents hurdles.
- Faculty need support to implement these approaches, requiring training and expertise effectively.
- Assessing competencies acquired through these methods is intricate.
- Resistance to change complicates the transition from traditional to innovative teaching approaches.

Evidence of Success:

The effectiveness of experiential and participative learning methods was assessed via a Google Form survey, collecting feedback from actively participating students. Findings reveal significant adoption of key elements: case study discussions (60.2%), showcasing technology videos (44.3%), and participative practices like open-ended questioning (64.6%) and subject-specific group discussions.

Additionally, the survey highlights the implementation of various other activities to enhance student learning.

1. 69.3% of students observed a substantial increase in practical experience.
2. 71.5% noted a significant enhancement in knowledge.
3. 71.4% reported noticeable improvements in collaboration, teamwork, and communication skills.
4. 70.1% experienced better understanding and memory retention.
5. 72.6% expressed a significant boost in confidence.
6. 70.4% displayed improved creative problem-solving skills.

Overall, implementing different activities led to a significant improvement in various areas, as reported by the students.

Problems Encountered and Resources Required:

- Faculty and students lack awareness and understanding.
- Resistance to change from traditional methods impedes the adoption of new approaches.
- The absence of faculty training programs hinders development.
- Limited resources like technology and infrastructure hamper implementation.

Addressing these issues and allocating resources can facilitate Competency-Based Education and Assessment, enhancing teaching and learning practices.

Best Practice – II

Title: - Bridging the Gap between Education and Employment through Industry Connect.

Objectives of the Practice:

- Align students' skills with industry demands to boost employability.
- Encourage collaboration between educational institutions and industries for knowledge exchange.
- Offer real-world exposure through internships, mentorships, and industry projects.
- Update teaching methods with current industry trends.
- Promote skill development to meet changing industry demands.

The Context:

- Outdated curriculum: Traditional educational systems often focus on theoretical knowledge, neglecting practical skills required by industries.
- Skill Gaps: Graduates often struggle to find suitable employment due to a lack of relevant skills and practical experience needed by industries, resulting in limited job opportunity
- Lack of industry exposure: Many students complete their education without clearly understanding the industrial requirements.

The Practice:

This comprehensive practice aims to bridge the gap between education and employment. Key elements include:

- Industry Partnerships: Establish formal collaborations with industries to exchange resources and align goals.
- Relevant Industry Topics: Integrate current trends, technologies, and case studies into the curriculum.
- Product Surveys: Students collect data on consumer preferences and industry demands.
- Industry Visits: Arrange physical or virtual visits for firsthand insight into operations.
- Guest Lectures: Industry experts share expertise and insights through talks.
- Mentorship Programs: Engage industry professionals as mentors for career guidance.
- Sponsored Projects: Collaborate with industry on real-world challenges.
- Internships: Offer practical experience through industry placements.
- Research on Industrial Problems: Publish conference papers addressing industry issues.
- Hands-On Workshops: Conduct practical sessions using industry-specific tools.
- Skill Development Courses: Provide upskilling and reskilling programs to boost employability. These initiatives bridge academia and industry, offering practical exposure to enhance students' job prospects.

Constraints/Limitations:

Some constraints and limitations that are faced in implementing the above practices include:

1. Change Resistance: Faculty hesitate to alter teaching methods due to university syllabus constraints.
2. Industry Collaboration: Building and sustaining robust industry partnerships poses challenges.
3. Faculty Training: Staff need training to integrate new industry topics and teaching methods.
4. Resource Constraints: Industry initiatives demand extra funding, infrastructure, and specialized tools.
5. Success Evaluation: Student feedback gathered via Google Form highlights the following findings.

In relation to this practice, faculties have engaged in various activities. The foremost is discussing advanced topics, trends, advancements, and technologies in the industry sector. The next focus was on industry issues, problems, and challenges. Next to this, faculties emphasized skill development courses related to the subject that were available in the market. And faculties organized guest lectures by industry professionals, among other activities.

- 95.8% of students (1801 out of 1879 respondents) believe the practices will secure employment after completing their education.
- 95.4% of students (1793 out of 1879 respondents) reported gaining practical experience and skills through the implemented practices.
- 89% of students (1672 out of 1879 respondents) mentioned being exposed to industry practices through the initiatives.
- 66.65% of students (32.1% extremely agree + 34.55% significantly agree) believe that the level of employability has increased through the implemented practices.

Problems Encountered and Resources Required:

Problems encountered during this practice's implementation include less adaptability to change, limited industry participation, and resource constraints. Resources required to implement this practice effectively include:

- Industry Collaborations: Establish and maintain partnerships with diverse industries.
- Faculty Development: Offer faculty training, workshops, and industry exchange programs.
- Infrastructure Upgrade: Improve labs, equipment, and facilities for practical training support.
- Networking Platforms: Develop student, faculty, and industry interaction platforms.
- Monitoring and Evaluation: Allocate resources to assess effectiveness and implement improvements.
- Non-Teaching Staff Training: Train support staff to aid in practice execution.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Promoting Academic Excellence and Environmental Sustainability

The key areas where the institute has initiated quality measures:

- NABL- TCS (Testing and Consultancy Services) Lab
- Go-Kart
- Innovation Ecosystem
- Center of Excellence: IIT Kanpur
- Students Chapter: Society for Data Science
- Action for Restoring Environment

The institute takes great pride in its institutional distinctiveness, focusing on promoting academic excellence and environmental sustainability. The institute has several initiatives and clubs that contribute to this overarching goal.

NABL- TCS (Testing and Consultancy Services) Lab:

The TCS Lab, a unique Testing and Consultancy Services Lab of the institute holds a unique distinction in the Savitribai Phule Pune University (SPPU) as the only lab to achieve National Accreditation Board for Testing and Calibration Laboratories (NABL) accreditation. This accreditation, obtained in September 2021, covers a comprehensive range of 33 tests. The lab's commitment to quality and professionalism has earned them an impressive clientele, including reputed private builders, government organizations, and educational institutions. Currently, the lab serves 122 clients and has generated a total revenue of Rs. 25.91 lakhs to date. To enhance sample collection from different sites, the lab acquired a Maruti EECO vehicle, improving efficiency. In addition to its contributions to testing and consultancy services, the lab actively supports academic excellence. It awards scholarships to meritorious students, recognizing their achievements and providing financial assistance. In the academic year 20- 21, two outstanding girl students were awarded a prize of Rs 5,000 each. Moreover, in the current year 22- 23, the lab has rewarded five meritorious students with bicycles worth Rs 6,000 each. This initiative recognizes the students' achievements and promotes environmental awareness among the students and society. The lab also actively participates in the Earn and Learn scheme of SPPU, offering valuable learning and earning opportunities to 25 students. Through this program, students gain practical experience and enhance their skills while earning income. Additionally, the lab has facilitated placements for 13 students in reputed construction companies, showcasing the practical experience and knowledge gained through their time in the TCS Lab. The TCS Lab has ambitious plans to expand its services and obtain NABL accreditation for its geotechnical and environmental lab by September 2023. These expansions will further enhance the lab's capabilities and contribute to its mission of providing cutting-edge services in the field. The lab's commitment to excellence, academic support, and industry exposure benefits its clients and empowers students and faculty members, ensuring a holistic growth and development ecosystem in testing and consultancy services. Along with the TCS lab, the institute also helps develop students' teamwork and communication skills through Go-Karting.

Go-Kart:

Go-karting enthusiasts have a thrilling opportunity to participate in the Auto India Racing Championship (AIRC) organized exclusively by the institute across India. The institute boasts a unique 1 km track dedicated to go-kart racing. The last AIRC event attracted 28 teams across the country. In collaboration with SAE India, the SAE Club at the institute is proud to host the prestigious Autonomous BAJA Event, drawing talented individuals nationwide.

Innovation Ecosystem:

The institute's Centre for Innovation Incubation and Entrepreneurship (CIIE) nurtures student innovation. The centre has a Technology Business Incubator (TBI), an Intellectual Property Rights (IPR) Cell, and Entrepreneurship Cells. The TBI cell is equipped with 3D printers, software, ASUS, Raspberry Pi, and a product development lab, enabling students to bring their ideas to life. Over 20 ideation sessions have been conducted, generating 100+ ideas for patents. We have published 11 patents, with 6 granted and copyrights. The Government of India sanctioned 81.9 lakhs for the 'SPRING' project. The centre aims to enhance the innovation ecosystem, empowering students as successful entrepreneurs and change-makers in their chosen fields.

Center of Excellence: IIT Kanpur:

The Centre of Excellence of the Computer Department excels in collaborations and offers cutting-edge courses. The centre signed MoUs with esteemed institutions like IIT Kanpur and Digital Parv. Through IIT Kanpur, the centre conducted Cyber Security courses benefiting 100 students. Additionally, the centre offered a Cloud Computing course using AWS, attracting 130 participants. Collaborating with Digital Parv and Microsoft Azure, the centre provided courses and certifications benefiting 300 students. The expertise gained through these courses has yielded remarkable results, as our students emerged as winners in the Smart India Hackathon 2022, securing the first prize. Future plans include a full-stack web development course in collaboration with IIT Kanpur. Alongside the Centre of Excellence, the Utsaah and Biodiversity Club stands at the forefront of our institute's commitment to excellence and sustainability.

Students Chapter:- Society for Data Science(S4DS):

The Society for Data Science (S4DS) is a renowned organization dedicated to advancing the field of data science. Establishing a student chapter allows for creating a local community that can engage in activities such as workshops, seminars, and collaborative projects, enhancing the learning experience for students interested in data science. A student chapter for the Society for Data Science is a significant step towards creating a dynamic and collaborative community of future data scientists.

By collaborating with S4DS and seeking guidance, we aim to ensure a seamless integration of the student chapter into the broader data science community. We aspire to continuously enhance the student experience through regular feedback and evaluation, creating a thriving ecosystem that empowers the next generation of data scientists.

Action for Restoring Environment:

The Biodiversity Club focuses on environmental sustainability on campus, making the campus greener and healthier. This includes conducting tree plantation events to promote sustainability and creating a habitat to attract various birds on the campus. Water pots are strategically placed to provide hydration for the birds, and seeds of exotic kitchen vegetables are planted in shaded areas, fostering a sustainable ecosystem. The Biodiversity and the Environmental Club encourage the avoidance of single-use plastics by utilizing eco-friendly bamboo or reusable alternatives. The institution has received two rankings on Green Institutions of India, a Gold Certificate from the Swaraj Energy Foundation for making 1000+ people energy literate. The institute cultivates a culture of academic excellence, environmental consciousness, sustainability, and social responsibility to create a holistic and enriching learning

environment.

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

5. CONCLUSION

Additional Information :

The Institute strives to impart quality technical education through academic excellence and provide the best facilities to satisfy the needs & expectations of the students & stakeholders. The Institute has sufficient infrastructure along with top-notch academic facilities and state-of-the-art laboratories. The institute has highly qualified and experienced faculty members, with a good retention ratio. The Institute gives importance to the teaching-learning process, while also emphasizing extracurricular and co-curricular activities for the holistic development of students. Our initiatives focus on delivering the highest quality in teaching, learning, and overall development for our students, faculty, and staff members.

We will achieve our vision and mission while keeping to our core values, which are as follows:

- Excellent Environment with Facilities
- Dedicated Faculty
- Talent Appreciation
- Industry Collaboration
- Social Responsibility
- Encouragement

Concluding Remarks :

The Institute has a framed vision and mission that aligns with the desires of society. It possesses excellent academics, modern infrastructure, advanced research laboratories, strong industry interactions, opportunities for self-learning, and a wide array of co-curricular and extra-curricular activities. These features contribute significantly to the comprehensive development of students.

The governance structure of the Institute includes various bodies such as the Governing Body(GB), College Development Committee (CDC), Departmental Advisory Board(DAB), Internal Quality Assurance Cell (IQAC), Anti Ragging Committee, Internal Complaint Committee, and several institute-level committees. These entities play pivotal roles in implementing evolutionary reforms to position the Institute as a preferred choice for all stakeholders. The Institute fosters a culture of delegation of powers through strategic policies, empowering the Principal with support from Heads of Departments (HODs), Administrative Heads, Section In-charges, and coordinators of various committees in the decision-making process.

Strategic planning is a regular practice at the Institute, focusing on producing quality engineers and fostering overall institutional growth. The Institute has a well-established organizational structure to ensure the smooth functioning of administrative and academic processes. E-governance has been implemented across all academic areas to enhance academic planning and monitoring. Continuous training programs are conducted for staff and faculty members to ensure the effective implementation of quality practices.

Furthermore, the Institute undergoes external audits by various agencies and periodic internal audits, all aimed at enhancing institutional activities and improving overall performance.

The Institute has an effective feedback system that plays a crucial role in driving corrective actions for the overall institutional development. This feedback mechanism enables stakeholders, including students, faculty, staff, and external evaluators, to provide valuable insights and suggestions regarding various aspects of the Institute's functioning. The feedback received through this system is thoroughly analyzed and evaluated to identify areas that require improvement or corrective measures. These insights are then utilized to implement strategic changes and initiatives to enhance the overall quality of education, infrastructure, research facilities, industry interactions, and administrative processes within the Institute.