



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

DR.A.D.SHINDE COLLEGE OF ENGINEERING

**GUDDAI, A/P BHADGAON TAL GADHINGLAJ, DIST KOLHAPUR
416502**

www.adshindecoe.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dr A D Shinde College of Engineering is run by Dinkarrao Shinde Smarak Trust established in the year 2008 at Gadhinglaj Dist Kolhapur of Maharashtra State. The institute is established with the sole objective of development of facility for quality higher education in Engineering and Technology for rural students. This insitute is progressing under the visionary leadership of Chairman Adv. Shri Shripatraoji Shinde, Ex MLA Maharashtra State.

The institute is approved by AICTE, recognised by DTE Mumbai and affiliated to Shivaji University Kolhapur. Institute is executing its role in societal development through various social and government driven initiatives.

Vision

To provide Best Quality Education in the field of Engineering and Technology to the aspirants and Serve the Nation through development of Scientific, Creative, Trustworthy human asset.

Mission

- To meet engineering manpower needs for social, techno-economical development of region and nation
- To contribute to the knowledge through Research and Development.
- To imbibe habits of creativity and innovation to generate IPRs.
- To inculcate noble values of ethics, morality, integrity and humanity.
- To get the global accreditation for all courses

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Visionary Leadership.
- The workforce is young and dynamic, has a good attitude, and a strong work ethic.
- Strong Alumni base
- Well-defined examination and evaluation processes

Institutional Weakness

- No academic flexibility as institute is affiliated to university.

- No NBA accreditation to courses
- No any major research projects
- Less number of meritorious students at entry level
- Industrial Consultancy is very low
- No IPRs
- Very less no of Ph D faculty.
- Located in rural area
- Less admissions at first year level

Institutional Opportunity

- Scope for strengthening the industry institute interaction.
- Alumni support for lab development and training
- Establishment of a center of excellence with industrial cooperation
- Collaboration with institutes of repute
- Improvement in Research and Development
- Improvement in quality of students input.
- Establishment of Incubation center

Institutional Challenge

- To attract meritorious students
- To reach 100% admission count in first year.
- To Increase placements in core industries with higher package.
- To retain the good faculty

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The undergraduate engineering courses have been developed in conformity with AICTE model curriculum, affiliating university guidelines, and are in line with the Institutions vision and goal.

A good curriculum implementation and content delivery system is in place which is monitored regularly. The process of planning, developing, checking, and analysing is followed by all faculty members and actively participate in curriculum revision sessions at the university level. BOS conducts one day workshop at university level to decide the curriculum involving faculty members, senior professors in relevant field and experts from industry. Feedback received from diverse stakeholders is discussed in such workshops to revise the curriculum and improve content delivery in the class.

The curriculum for UG Engineering programmes include courses on Humanities & social Sciences (7.5%), Basic Sciences (15%), Engineering Sciences (15%), Professional Core courses (30%), Professional elective courses (11.25%) and Open Electives (11.25%), and project work, Seminar, internships etc (10%) along with

mandatory non credit courses.

Through courses such as soft skills, audit courses, and various other activities of the institute, the curriculum has included cross cutting topics such as gender equality, environmental sustainability, human values, and professional ethics.

Teachers are encouraged to use innovative teaching methods such as experiential learning, project based learning, group interactions on research, seminars, industry visits, and projects in addition to standard chalk and talk approaches. Students are urged to enrol in relevant certificate courses in order to improve their job prospects. Students are encouraged to participate in internships and to focus on and find answers to societal problems as part of their mini-projects/major projects.

Teaching-learning and Evaluation

DADSCOE recognizes that students come from a variety of backgrounds and have varying learning abilities. The institute understands the need of providing the most up-to-date knowledge of latest technologies to the students and hence follows the best teaching learning processes. Student Induction Program (SIP) is held for newly admitted first year students as per the guidelines provided by AICTE. During SIP and mentor mentee interactions the quality of admitted students is judged by which they are categorized as slow learners and fast learners. It also happens that some slow learners get shifted to category of fast learners during CIE. Slow learners are identified and remedial actions are taken to help them learn faster.

Advanced learners are encouraged to participate in Hackathons, design competitions, and other research-oriented activities. The institute has a Proctor Cell, where each professor is allocated roughly twenty pupils and the Proctor acts as their local guardian.

The institute has a philosophy of hiring highly trained and experienced teachers in accordance with AICTE guidelines, which has helped to improve the teaching-learning process. NPTEL lectures help to improve learning experiences by using experiential learning, participatory learning, and problem-solving approaches. Role-playing, conceptual mapping, case studies, problem-solving, and practical design sessions are used. Various innovative techniques and ICT resources are employed in conjunction with traditional pedagogies to support student-centered and professional learning. The institute has a well-stocked library with a wide range of texts, reference volumes, periodicals, journals, and e-learning materials. Discipline-specific technical training programs are conducted to bridge the gap between the curriculum and industry requirements. Guest lectures, workshops, conferences, and other events are held to help students improve their domain expertise.

With transparent Continuous Internal Evaluation(CIE), an Outcome Based Education (OBE) is used to measure the success of the teaching and learning process .

Co-curricular activities are encouraged, as they aid in the development of teamwork and leadership skills.

By participating in Open Source Programs, STTP, and FDP, faculties incorporate innovative ideas/creativity into the teaching-learning process

Research, Innovations and Extension

Under the direction of R&D dean, the institute has formed R&D cell. The institution has hosted seminars and workshops on Intellectual Property Rights (IPR), industry academia practises, and faculty development initiatives throughout the last five years. Almost every member of the teaching staff has attended an orientation

and refresher course. Many faculty members attend seminars and workshops on a regular basis and publish research papers in peer-reviewed journals. Institute has good library to support research activities.

The library subscribes to research journals, magazines, and e-journals to assist research in multidisciplinary and transdisciplinary domains. All academic and industry-institute financed projects are supported, channelled, provided with required financial aid, and regulated by the Institute to ensure that research programmes are carried out smoothly. Faculty and students are encouraged to engage in research, submit patent and copyright applications. Field visits are intended to bridge the gap between theory and practise for students.

During earlier years, NSS team has conducted a number of extension and outreach programmes in coordination with the community, and non-governmental organisations. During the last five years, extension activities have included Sakshar Bharat Abhiyan, Gram Swacchatha Abhiyan, Loakshai Pandharawada, new voters registration, Blood Donation Camp, Swachha Bharat Abhiyan, Cashless Economy Workshop, Tree Plantation Program, and so on.

The institution has functional Memorandums of Understanding in place to provide students with field projects and internships.

Infrastructure and Learning Resources

For effective teaching-learning, Institute has provided the best infrastructure and facilities in accordance with the mandated criteria. Classrooms, laboratories, tutorial rooms, and seminar halls are available in sufficient numbers and are well-equipped with necessary aids. The classrooms are well-lit, well-furnished, and roomy with sufficient ventilation. They are kept in good working order to provide proper visibility and audibility.

Our physical infrastructure includes spacious and ergonomically constructed 13 number of classrooms, 2 number of tutorial rooms, 36 number of labs, 01 number of seminar halls, computer centre, workshop, and T & P cell.

A central library with a floor size of 150 Sq.m serves the institution. The Library also has a collection of over 1300 titles, 7996 volumes, and subscribes to 123 e-Journals like Springer. All students and employees can access the e-Journals via LAN-WAN (campus wide network) and remote access with multi-user capability.

The institute has a large network of 210 computers, 01 servers, a Wi-Fi enabled campus, and a dedicated network bandwidth of 150 Mbps as well as a secure firewall. With 8 cameras and 1 TB of storage, the campus is under surveillance.

The institute has a gymnasium, open playgrounds for outdoor games, and a competent Physical Director to provide guidance. Students are encouraged to compete at the college level, as well as at the intercollegiate, interuniversity, state, and national levels.

A maintenance staff, led by the Administrative Officer/Registrar, is in charge of keeping the classrooms, library, laboratories, and playgrounds in good working order. Cricket ground, Kho-Kho, Kabadi, Volley

Ball court, table tennis boards, gymnasium, and enough sports equipment are made available at the institute for various sports/games activities.

As hospitable facilities for differently able students, the institute provides ramps, wheel chair, special bathrooms, and rest room. Maintenance and utilisation of infrastructures related to academic, co-curricular, extra-curricular activities, and other basic amenities are carried out according to well-planned procedures.

Student Support and Progression

Institute has an effective and efficient system for holistic development of students in academics, co-curricular and extracurricular activities.

Students are given two weeks Induction programme when they enter the college. This programme comprises of modules like awareness on university regulations regarding minimum attendance and credits, campus rules and regulations, best practices, anti ragging, health and yoga, career opportunities, different job roles and skills required and special training and certification programmes available in the college.

The Institute has a well-established system for notifying students about various welfare programmes, such as scholarships, freeships, and student safety insurance. State government agencies provide financial help to economically and socially disadvantaged students. The college administration also provides financial aid to needy pupils. Academically challenged pupils receive remedial coaching in order to improve their grades. The bridge courses are offered to lateral entry students to bridge the curriculum gaps.

Students in the department receive instruction on ICT tools, an overview of online courses such as MOOCS, SWAYAM, and NPTEL courses.

Different cells have been formed for Career counselling, Grooming, and Personality development, Competitive Examination, and to make students aware of Entrepreneurship. The Training and Placement unit is in charge of trainings and student placement.

A Proctor cell exists at the institute. Alumni play an important role in inspiring students, informing them about business trends and practises, and in determining how further training programmes on campus might be tailored to match industry demands.

Students are encouraged to participate through the active student council, different working committees and student associations.

Cultural committees organise variety of cultural activities to help students to develop their talents.

Under the direction of the Physical Director, an exclusive sports committee has been formed to prepare students for various intercollege and interuniversity sports contests. The NSS imbibes human values in students through arranging activities such as Blood donation camps, Swachh Bharat Abhiyan, Road safety campaigns, Plantations, and Commemorations of national heroes' birthdays.

The college also has a transparent system in place for resolving student issues in a timely manner.

Governance, Leadership and Management

The institute has a well-defined organisational structure, to implement the trust's policies, as well as the policies of the Board of Governors and numerous committees. As part of participatory management, faculty are represented on the BOG, CDC, Statutory, and non-statutory committees. Representatives of teachers, non-teaching staff, and students participate in various committees of the institution as per the UGC/University guidelines. Admissions, finance and accounts, and examinations are among the areas where e-governance has been introduced.

Faculty are encouraged to participate in faculty development programmes, refresher courses, workshops, and conferences, and are financially supported through travel allowance, daily allowance, and registration fees and other things. For the personal and professional improvement of faculty and staff, the college conducts a number of welfare programmes. Gratuity, maternity leave for women, provident fund, and so on are examples.

Teaching faculty participate in professional development programmes, whereas non-teaching participate in administrative/technical training.

The college's financial resources are effectively managed. Purchase procedures and standards are closely adhered to, and they are in conformity with the budgetary arrangements created for this reason. The accounts are audited on a regular basis.

For teaching and non-teaching employees, the Institute maintains a Performance Appraisal System.

Through their united efforts to investigate, analyse, and improve every activity, the Internal Quality Assurance Committee is always evaluating advancements in quality and assists in achieving academic excellence

Institutional Values and Best Practices

In terms of academics, finance, and administration, the institute adheres to all regulatory standards and maintains complete transparency in all of its operations. The institute recognises and accommodates the needs of female staff and students in terms of safety, security, and counselling, and has created appropriate provisions.

Our college places a strong emphasis on cleanliness and hygiene. The college has taken environmentally responsible approach to campus maintenance, focusing on tree planting, water harvesting and sewerage disposal. A waste management system is in place to ensure that dry and moist trash are properly disposed.

The institute has taken notable measures to improve academia-industry connection, including as industrial visits, internships, in-plant training, etc.

The students take part in Swachh Bharat activities, hold blood donation camps, and help individuals who have been afflicted by natural calamities.

The HR Manual outlines the tasks and responsibilities of administrative positions, teachers, and staff, as well as the student code of behaviour.

Academic performance relies heavily on best practises. Some of the Institute's Best Practices include: -

Departmental Research Committee (DRC) supports students' research abilities and the quality of their research projects. Students have registered for patents and copyright as a result of the DRC. Students have also publications in a variety of national and international journals and conferences.

Departmental Advisory Board(DAB) is constituted in each department through which we receive inputs and recommendations for the growth of department.

As per tagline we guide students to set their goal in career in many fields such as higher studies, competitive exams, campus placement, entrepreneur, etc.

To encourage students Awards such as Best Outgoing Student and Academic Excellence Award are issued every year, which consists of cash prize,Trophy along with Certificate.

The institution stands out for its careful Teaching-Learning process, which includes creative teaching approaches, continuous learning and assessment, effective monitoring, support for students from varied backgrounds ,excellent examination and evaluation systems.

College has demonstrated significant diversity in its endeavours, which span every sector of endeavour. The fundamental motivation for raising educational standards has been innovation and best practises.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DR.A.D.SHINDE COLLEGE OF ENGINEERING
Address	Guddai, A/p Bhadgaon Tal gadhinglaj, Dist Kolhapur
City	Gadhinglaj
State	Maharashtra
Pin	416502
Website	www.adshindecoe.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Dinkar Vishnu Ghewade	02327-222656	9886420454	-	dadscoenaac6878@gmail.com
IQAC / CIQA coordinator	Kishor Sadashiv Joshi	091-9886420454	7411091971	-	kishorjoshinds@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Shivaji University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	15-05-2023	12	AICTE EOA FOR PERIOD OF ONE YEAR

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	Guddai, A/p Bhadgaon Tal gadhinglaj, Dist Kolhapur	Rural	10.1	8246

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	BTech,Mechanical Engineering,	48	HSC DIPLOMA	English	60	2
UG	BTech,Civil Engineering,	48	HSC DIPLOMA	English	60	1
UG	BTech,Electrical Engineering,	48	HSC DIPLOMA	English	60	0
UG	BTech,Electronics And Computer Science,	48	HSC DIPLOMA	English	60	12
UG	BTech,Computer Science And Engineering,	48	HSC DIPLOMA	English	60	31

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	2				7				35			
Recruited	1	0	0	1	1	0	0	1	23	12	0	35
Yet to Recruit	1				6				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				17			
Recruited	0	0	0	0	0	0	0	0	11	6	0	17
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				15
Recruited	13	2	0	15
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				7
Recruited	6	1	0	7
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	1	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	34	18	0	52
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	
	Others		Total	
	1		0	
	0		0	
	1		1	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	27	0	0	0	27
	Female	19	0	0	0	19
	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	68	70	45	41
	Female	9	8	5	8
	Others	0	0	0	0
ST	Male	2	2	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	23	32	21	8
	Female	7	1	1	2
	Others	0	0	0	0
General	Male	752	713	649	353
	Female	74	68	53	52
	Others	0	0	0	0
Others	Male	38	61	28	22
	Female	5	11	5	3
	Others	0	0	0	0
Total		978	966	807	489

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institute is offering Major and Minor degrees as per the policy decision of the affiliating University. The institute is ready to offer multidisciplinary education to students as per their interests.
2. Academic bank of credits (ABC):	The institute has registered on ABC portal. The institute has informed all students to register on ABC portal.
3. Skill development:	The Training and Placement department of our institute is organising skill development programmes for the students as per their disciplines. The common trainings on PYTHON are being conducted every year. The institute is offering all skill development

	courses available on IITB spoken tutorials platform free of cost to students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institute has taken initiative in teaching sanskrit to all students as a preparation for developing center of Indian Knowledge System. The institute is also conducting awareness programs for students about indian music and culture.
5. Focus on Outcome based education (OBE):	The institute is practicing OBE and following the guidelines given by NBA to ensure the PO are attained as per decided target level. The faculty is being trained to practice OBE and the institute is using R-Work software to record and analyse the performance.
6. Distance education/online education:	All the UG courses being offered are regular full time courses but as per need the institute also conducts online classes, guest lectures, interaction with alumni, provides facility for MOOCs/NPTEL/SWAYAM etc.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, The awareness about electoral literacy amongst youth is spread through NSS unit of our institute. The awareness campaign is conducted as per the guidelines received from district magistrate.
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?	NSS coordinators work as ELC coordinators.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Electoral registration camps are conducted in the institute and support to all local bodies is provided.
4. Any socially relevant projects/initiatives taken by	No

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.	
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.	The institute has developed the mechanism of registration as a voter. The registration camps are being conducted in the institute as per the guidelines from Taluka and District magistrate.

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
978	967	807	489	444

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: 121

File Description	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
58	60	60	59	57

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
51.02	45.41	20.59	27.45	41.16

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:

DADSCOE has a well-defined planning and implementation process for the effective delivery of the curriculum framed by Shivaji University, Kolhapur, to which it is affiliated. The institute follows the Choice Based Credit System (CBCS) as prescribed by Shivaji University, Kolhapur.

The Heads of Departments (HoD) then allocates the courses (theory and laboratories) to the faculty members by considering their specialization, and expertise besides their preference. The course instructor prepares the Course Outcomes (CO's) for each course based on Blooms' Taxonomy and maps it with Program Outcomes (PO's) and Program Specific Outcomes (PSO's). The Program Assessment Committee (PAC) reviews the CO's and their mapping, verifies, and forwards it to the Department Advisory Board (DAB) for final approval. The department prepares the timetable for theory, lab courses, and project work based on the credits allotted for each course and industry-oriented certification courses. After the review and approval from the HoD, the course instructor prepares a comprehensive lesson plan and study materials such as lecture notes, a question bank, PowerPoint presentations focusing on Outcome Based Education (OBE), and uploads it to the institute website after review by an external subject expert. In addition to the course delivery, model-based learning, group discussions, seminars, workshops, industrial visits, and industry-oriented certification courses are conducted for skill development and to bridge the curriculum gaps. The HoD/ Dean, Academics interact with stakeholders to review the effectiveness of course delivery at regular intervals. Further, the course instructor identifies the slow and advanced learners based on their continuous internal evaluation. counseling support is provided for slow learners as additional support, and advanced learners are encouraged to pursue courses through SWAYAM/NPTEL, Coursera etc. to facilitate self-learning. The Academic Committee spearheaded by the principal, along with Dean (Academics), and Heads of Departments regularly monitor the course coverage and effective delivery of the curriculum through student feedback and performance in CIE, implements corrective measures on need basis. The PAC and DAB review the overall attainment of the PO's and PSO's and incorporate action plans to ensure that the curriculum is effectively delivered to attain all the stated PO's and PSO's and hence meet the institution's vision of providing a Globally Competitive Quality Education.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 60

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](#)

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: 95.39

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
961	967	724	468	395

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:

Being an affiliated College, the College follows the curriculum designed by the University. The University integrates cross cutting issues relevant to Gender , Environment and Sustainability, human values and Professional Ethics into the curriculum. The College organized activities such as Swatch Bharath Abhiyan, International Women's Day, Blood Donation Camps, etc. for the promotion of Universal values, Human values and National Integration. The College has conducted various activities on cross cutting issues supplement the University.

Environment and Sustainability NSS promotes Environmental awareness through the Tree Plantation, Village Cleanliness, Water Conservation, and Health Check up Camps, Blood Donation Camps, and Plastic Free Campus etc.

Gender sensitivity The College organizes various Programs in Gender sensitivity such as Women's Health, Personality Development, Self Protection, Yoga Training and Pre-Marriage counseling. Gender Sensitivity program aimed at sensitization of the Students, faculty and staff of the campus regarding the acts, rules and legal consequences of complaints if any. Human values and professional ethics

The College organize various Extension activities through NSS Program for the values like National Integrity, Equality, Peace, Patriotism and Brotherhood etc. Human values and Ethics are collapse now a day's this is very important in Student daily livings. Human values play a big role in Students life settle for a better future. Professional Ethics and Human values is very relevant subject of today's Environment of conflicts and stress in the profession with obligation to be met by one person to many directions. Facilitate the development of holistic perspective among the students towards life profession and happiness based on a correct understanding of the human reality and existence. Human values helps the students evaluate different events and actions. The college conducts various programs on Human rights to bring awareness among students such as Voters day programs, Swatch Bharat, Health awareness programs, Tree-Plantation programs etc. Which adds to curriculum enrichment.

List of Core Courses:

1. Human values and professional ethics

2. Environmental Studies

3. Science and Civilization

4. Gender Sensitization from the Academic year 2016-2017.

The above courses are mandatory and a student who fails to attend and get pass marks in the above courses will not get course completion certificate

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 53.07

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

Response: 519

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: C. Feedback collected and analysed

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
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: 8.07

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
49	23	40	8	1

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
300	300	300	300	300

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: 1.44

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
05	01	01	00	00

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
91	99	99	99	99

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: 16.86

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:

DADSCOE transfers its focus from conventional teaching-learning process to student-centric learning process. All the strategies and policies are molded by keeping student as a center point. The faculty provides a platform to students to explore independently, learn through self study, guides them to develop effective and lifelong skills. The latest teaching and learning methodologies are used to motivate students to learn for higher retention of knowledge through better understanding.

Experiential learning is a process of learning through experience. The institute has laboratory facilities which enable students to experience the concept by performing different experiments using physical setups and simulation software. Special policies are made to encourage the students for industrial visits, in-plant training, and industry-based project. The Institute continuously arranges different student-centric value-added courses such as soft skills, English speaking, employability enhancement program and program specific workshops. Individual student performs a laboratory experiment which gives actual hands-on experience.

Participative learning is an approach towards teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product during these interactions. DADSCOE promotes project-based learning. The students work on, different mini projects and final year project, in a team.

Students are encouraged to participate in the national level technical symposium like Tech-manthan. Institute has organized hands-on workshops, seminars and expert lectures in collaboration with industry and academia. Students are encouraged and supported to participate in social activities such as Aids awareness, Tobacco control, Beti Bachao, Swacha Bharat Abhiyan, Online payment apps awareness program etc. on regular basis. Students participate in state-level drama and elocution competition.

Training and Placement Cell organizes Group Discussion, General aptitude tests, GATE awareness lectures, Mock interview sessions etc. Institute conducts poster presentation competition to showcase their hidden abilities and skills. Institute supports to build managerial skills in students by organizing and executing activities like National Technical Symposium Tech-manthan, Annual cultural event, Departmental technical events, and Departmental student associations activities. The MOUs are also signed with different industries for organizing industrial visits and expert lectures.

Problem Solving Methodologies - Institute encourages final year students to work on industry-based project. Motivate students to develop prototype model, software-based applications etc. Final year engineering students carry out an industry-sponsored project which develops a lifelong learning attitude along with technical and professional skills.

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: 98

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
60	60	60	60	60

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: 2.38

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
1	1	1	3	1

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 students undergo both Internal and external assessments. Internal assessment carried out by the Institute is well-set process. The frequency and mode of internal assessments are defined at the start of the academics so that students plan the studies accordingly. These assessments are carried out by the faculties timely and transparently.

Sr. NO	Internal assessment tool	Frequency	Mode
1	Assignments	2-6 per course	Paper/soft/Oral for 10 marks
2	Continuous Internal exam	2-3 per course	CIE booklets for 30marks
3	Term work Assessment	Continuously for each experiment in semester	Paper/soft for 25 marks
4	End Semester Evaluation	Once per course	40-page Answer Booklet for 70 marks
5	Tutorials	3-6 per course	Paper/soft
6	Understanding of lab experiments	6-10 per course	Oral for 10 marks
7	Project evaluation	Once per semester	Through presentations
8	Mini project evaluation	Once per semester	Through presentations

Continuous internal assessment of the students is carried out by assigning appropriate weight-age to understanding of experiments, presentation in file/journal, regularity in the laboratories, etc. This

assessment is transparent and carried out in presence of the students in the laboratories. Internal assessment of the project work of final year students is also carried out throughout the academic year. It consists of presentations given by the students periodically. These presentations and hence project work is evaluated by the panel of faculties. Project guide is member of panel.

Assignments and tutorials are the important components of internal assessment process. The problem statements based on content of the course are given to the students regularly so as to maintain the consistency throughout the semester. These efforts helped students in building up strong fundamentals and foundations of technology. Similarly, it helps students to remain alert and updated continuously. Quizzes are also organized by many faculties for various courses so as to maintain enthusiasm in the learning environment. Class tests and Mock tests are organized by the programmes throughout the academic year. Normally, two class tests are organized per course per semester. The answer papers are timely assessed by the faculties.

1. Assessment of Term Work Term work assessment is the transparent process which consists of evaluation based on regularity, presentation, understanding. The students are evaluated by the faculty in the laboratory itself. The grievance if any is resolved by the faculty immediately.
2. Class Tests & Assignments Class tests are conducted for each theory course twice per semester. The conduction is online/offline mode. Discrepancy or grievance if any is resolved by the faculty and respective committee immediately.
3. Continuous Evaluation of Projects/Mini Projects Internal assessment of the project work of final year students is carried out throughout the academic year. It consists of presentations given by the students periodically. These presentations and hence project work are evaluated by the panel of faculties. Project guide is member of panel. The marks obtained by the students are disseminated in the project group so that students should enhance the work. Thus the assessment is transparent and query if any is resolved by the guide, panel & respective coordinator.

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:

Institute has well defined vision and mission statement. Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) are defined which are in line with Graduate Attributes (GAs) and vision mission of the institute. PSO's were discussed in department meeting through thought provoking deliberations and were put up in the Department Advisory Committee meeting and finally it was decided to implement similarly Course Outcomes are provided by Affiliating University and the same is adopted.

Principal, Head of the Department discuss these POs and PSOs in the student induction program. and COs are discussed by Course teachers in class. These POs, PSOs and COs are communicated through all the stakeholders by the following means

Institute web site

Display in HOD cabin

Notice board

Faculty Academic Diary

Course File

Departmental laboratories

Departmental Library

Course Journals

Apart from this every course teacher has discusses expected course outcomes with students at the beginning of each semester. Institute has common practice to mention the CO number in the unit test question paper so that student can realize which CO is going to be assessed after solving the particular question.

Also all extension activities co-curricular activities are planned to satisfy particular PO. Before conducting an activity its PO mapping is declared to students and are motivated to complete the activity satisfying the mapped outcome.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words**Response:**

The institute has adopted Outcome-Based Education (OBE) since the academic year 2017-18. The OBE focuses on the attainment of twelve (12) Program Outcomes (PO) and 2 Program Specific Outcomes (PSO) for all the Programs. The hierarchy of attainment starts with the Course Outcome (CO) being at the Initial level to PO and PSOs being at the Final level.

Institute follows PO's defined by the NBA for an engineering UG degree programme. Each programme also has well defined PSO in relation with objectives of curriculum designed by Shivaji University Kolhapur.

Attainment of Course Outcomes

Course plan is prepared and it consist of teaching plan for theory subject and lab plan for practical course. Every teacher does mapping of COs with POs. Correlation of COs with POs in terms of high, medium and low and is represented with help of correlation matrix.

The direct measurement consists of the following aspects

1. Unit Test
2. Assignments
3. Laboratory Experiments
4. Assignment / tutorials
5. Final Year Project
6. University Results

Institute has prepared an excel template which accepts assessment details/results of above-mentioned aspects.

Co-attainment: is done from Direct and Indirect methods of Assessment, Continuous Internal Evaluation, End Semester Examination comes Under Direct Assessment. Indirect CO attainment is done by Conducting Course exit survey.

Final attainment of COS: Average CO Attainment direct + Indirect attainment

average co attainment : direct - 50% unit test COS + 50% university marks CO wise

Indirect CO Attainment : course exit survey

Final CO Attainment = (0.7 X Direct Attainment) + (0.3 X Indirect Attainment)

CO PO MAPPING: is done based on level of the competence. The CO-PO mapping index is used to calculate PO Attainment from from the CO attainment Values of in a Programme.

PO Attainment : Using formula

PO ATTAINMENT = (CO ATTAINMENT *CO-PO MAPPING) / MAX CO LEVEL

PO Attainment Real:

By formula will get Real Po Attainment and Write Real Po attainment in CO-PO Mapping and take Average of All PO's.

Improvement of PO Attainment Mapping:

Taking the actual PO attained and expected PO we have calculated the difference of PO attainment and taken Steps to improve the actual PO attainment

Attainment of Program Outcomes and Program Specific Outcomes

Knowledge, Skill and attitude of the graduating students is assessed through the Program Outcomes. Knowledge related POs are attained through teaching learning process by direct assessment tool such as test, CIE, ESE. data is analyzed for attainment of POs and PSOs through attainment score of COs.

Skill related POs like team work, communication, are assessed through direct tools like laboratories assignment, practical oral examination.

It is very difficult to attain the POs related to soft skill and lifelong learning through the given curricular aspects. So TPO cell organize value added program.

The attitude related POs are assessed through participation in social activities like NSS camp etc

POs and PSOs are also assessed by some indirect assessment tools such as student feedback, course Exit survey, alumni feedback, Employer feedback etc.

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: 77.18**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
136	247	156	103	109

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
302	274	158	106	133

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: 3.71**

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: 2

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

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

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:

Institute has established Institute Innovation Council through which workshops on IPRs are conducted to create awareness amongst students and faculty members. The institute has registered on MSIS (Maharashtra State Innovation Society) and has submitted ---ideas for evaluation. Institute has organised hackathon events on various problems defined by MoE during Smart India Hackathon. Institute has created strong Industry-Institute bond through which invited talks of first generation industrialists are organised for all students on entrepreneurship. ED Cell is established and programs on Entrepreneurship awareness are organised once in every month.

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: 42

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
12	9	7	6	8

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: 0.34

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
23	12	5	1	0

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: 0.01

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
0	0	1	0	0

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:

Outcomes of Extension activities:

1. Students got sensitised to social issues and societal behaviour during such pandemics.
2. Students understood the way of handling such pandemic situations which gave them courage to face the problems.
3. Students learnt the proper way of communication with the society and reporting the happenings.

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:

Institute received good recognition for the social work carried out during COVID period from all local self government bodies, Government hospitals and society at large.

Following extension activities were conducted during COVID period:

1. Distribution of drinking water to all households: Due to very serious situation during COVID period the people of Bhadgaon were facing pure drinking water shortage and hence students of the institute decided to work for supplying pure drinking water to all needy people of Bhadgaon village. This activity was continued till the water supply was resumed its original state. These efforts were appreciated by Grampanchyat Bhadgaon.
2. Distribution of masks to the every household: Students and faculty members participated in the activity of distributing masks to each household to avoid the spread of COVID.

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: 23

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
6	3	12	2	0

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**3.5.1**

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

Response: 52

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:

Response:

As per the norms of AICTE, Institute has state of art infrastructural facilities for effective teaching learning ambiance which includes classrooms, laboratories, computing equipment, Seminar halls, International Conference Hall, readings rooms, central library, meeting rooms.

Classrooms Facilities:

- Well-equipped **13** Class rooms with LCD projector ICT enabled one seminar hall.
- All classrooms are well ventilated and spacious and good ambiance for effective teaching learning All classrooms are equipped with Dais, Desks, Platform, Fans, Tube lights, green board, White boards, Podium and curtains
- Portable mic system is made available for faculty members to use whenever they need it for classroom teaching.
- College premise is equipped with CCTV Cameras.

Laboratories' Facilities:

- 36 well equipped laboratories with adequate instruments/ equipment to meet the curriculum as well as Program Outcomes.

Computing Facilities:

- Total **210 computers** (Intel Pentium Core i3 and Core i5 with minimum 8GB RAM)
- Adequate most frequently used Supporting Softwares in the laboratories
- Internet connectivity of 100mbps speed and Wi-Fi connectivity is available throughout the entire campus
- The MOOCs, Virtual Lab, Spoken Tutorial, NPTEL Videos, Webinars etc. are also used to enrich

teaching-learning process.

Other Facilities:

- Central Library and Digital Library along with separate reading rooms for boys and girls .
- Canteen facility.
- Training and Placement and Alumni Interaction Cells Separate Interview Rooms for placement activity.
- Faculty members have separate/shared faculty rooms.
- In order to maintain uninterrupted power supply, Institute has its own express feeder of capacity 11KV with transformer of 63KVA connected to sub station directly. In addition to this, Generators having capacities of 25 KVA available in the campus

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

Sports Facilities:

1. Playgrounds for games such as Volleyball, Kho-Kho, Football for Boys and Girl students
2. Indoor sport complex with all facilities
3. Separate Sports Room with adequate sports material for various sport games
4. **Sport Event:** The institute organizes every year sports in the intra-college level sport tournaments/events for students to enhance their sporting spirit and physical fitness. Various sport activities such as Football, Volleyball, Cricket, Carrom, Badminton, Table-Tennis, Kho-Kho, etc. are part of it.
5. Our students give good performance in sport games such as Cricket (Men), Chess (Men & Women), Basketball, Volleyball (Men & Women), Kho-Kho (Men), Badminton (Men & Women) in University as well as state level competitions.

Yoga and Pranayama:

1. The session for 'Pranayama' is made a part in which all the Students perform Pranayama to promote relaxation and mindfulness keep themselves mentally strong. The Pranayama session includes Bhastrika, Kapalbhati, Anulom Vilom, Bhramari, Meditation and clapping.
2. Institute celebrates International Yoga Day on 21st June.

Cultural Activities:

1. Institute organizes different events/functions such as Rhythm (Annual Gathering), Tech-Manthan (National Level Event), Teachers Day, Engineer's Day, Shiv-Jayanti, Dr. Ambedkar Jayanti, every year.
2. Students organize events under NSS such as cleaning, tree plantation.
3. Students also participate in Engineer's Youth Festival.

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: 20.86

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
24	0.37	11.3	2.08	0.97

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

Library is automated using Integrated Library Management System (ILMS) Response:

The library occupies a total carpet area of about 150 Sq.m. having spacious stack-rooms and reading

halls. The library holds the rich collection of 7996 volumes of comprising of 1300 titles. The library has subscription of 123 e-journals of Institution of Engineers published by Springer. The library has different sections like reading room, Digital library section, reference section, book issue/return section, and periodical section. Library transactions are facilitated by computerised Library Management System. Library keeps all others academic reference materials like Course materials, Other competitive exam books, Question banks, Scientific reports

NewGenlib Library Management Software

It is an ILMS software developed by Verus Solutions Pvt. Ltd., in collaboration with the Kesavan Institute of Information and Knowledge Management, Hyderabad, India. NewGenLib began as proprietary software, and its version 1.0 was released in March 2005.

NewGenLib uses a number of well supported and widely used, reliable and well tested open source components like PostgreSQL, Apache Tomcat, and Solr Lucene. It is entirely Java-based, platform-neutral, and uses the following major software technologies in its presentation, web server and database layers.

- Name of ILMS software - **NewGenlib Library Management Software**
- Nature of automation (fully or partially) – **Fully**
- Version – NGL core Enginversion 3.1.2 discorer
- Year of Automation - **2018**
- **Manage Books Module:** The Manage Books module is categorized in Regular books, Book Bank, Social welfare & Competitive examination. Details for each book is available like Book type, Accession Number, Title of book, Author name, Edition, Volume, Name of publication etc.

Other Digital Facilities: The library provides following facilities:

The library has separate Digital library section, equipped with adequate number of computers. User can access the various resources through digital library, like.

1. DELNET
2. e-books
3. NPTEL Video lectures
4. Online IEI journals

Remote access for Library facility is available to students through e-library tab available on college website, can be easily accessed.

Free of cost Book-bank facility is available for SC/ST students under Social Welfare Scheme. In addition to this, five topper students from each class are getting free Book-bank facility.

Competitive examination, Personality development section: books are available for competitive exam preparation and personality development

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:

Institution frequently updates its IT facilities including Wi-Fi.

- Student admission process is made completely online.
- Department HOD Cabins, faculty cabins, Admin office, Examination centre and Seminar halls have been equipped with computers and Internet facility through LAN and Wi-Fi.
- Upgraded Internet Bandwidth connectivity of 64 Mbps to 150 Mbps leased line, both wired and wireless from Airtel which provides internet access for administration, to all Departments and labs, academics and research work.
- Connected all 210 Computers in the college under single High speed OFC wired LAN connectivity.
- The Internet Centre is protected with safety measures like 24X7 UPS, Generator, air conditioners, CC camera surveillance, First aid kit.
- Upgraded all 210 Computers in the college under single High speed OFC wired Gigabit LAN connectivity that provides high-availability, of separate channels for data stream, CC camera stream, video conferencing etc.
- Computer labs are networked and equipped with LCD multimedia projectors, Internet access through LAN and Wi-Fi for lectures, practical and training programs.
- Training program was conducted through ICT tools.

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: 4.66

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

Response: 210

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: 8.72

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
4.17	3.66	1.7	6.1	0.56

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: 79.48

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
767	778	638	399	347

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: 10.04

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
50	120	92	52	56

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: 46.85

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
62	133	56	89	02

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
115	247	156	103	109

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: 2.06

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
3	2	0	2	1

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: 15

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
15	0	0	0	0

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: 3

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
15	0	0	0	0

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Institute has played a key role in transforming the careers of students into global technophile, entrepreneurs, researchers, directors, and managers. In order to cultivate a bond with alumnus, improve job opportunities, and create a networking platform to share and influence the success stories of alumni, the institute has started an alumni association on 2023. The registration number of the association is "Kolhapur/0000068/2023". By the end of the academic year 2021, the alumni association had grown to 750 plus members and 25 entrepreneurs. The alumni association has established a strong bonding between alumni and current students. The working committee of the Alumni Association consists of Students representatives and Faculty Coordinators from each department. At present the alumni association does not contribute financially to the development of the institute; however it helps in several support services by way of Training and placement, student projects and internship, higher education, expert and guest lectures, industrial visits and participation in different student clubs and social activities.

1.Objectives of the Alumni Association

- To carry out smooth functioning of yearly alumni meet
- Update the various records of the alumni association.
- To prepare and distribute yearly reminiscence booklet

2. Major Activities of Alumni Association

- Placement Assistance
- Industry Institute Interaction
- Personality Development Programs
- Project Assistance for final year students
- Inviting Alumni to deliver Seminar / Expert lecture
- Alumni are invited as judge for technical competitions
- Alumni are invited for counselling of students for career guidance
- Annual Alumni Meet

3. Responsibilities of the Alumni Association

- Planning and Organization of yearly Alumni Meet.
- To update the records of Alumni as an Entrepreneur.
- To update the records of Prominent, renowned or Star Alumni.
- To create the departmental alumni student's cell for organizing various events / activities such as guest lecture, seminar, workshop, referee or judge for the event etc. under the guidance of departmental alumni coordinator.
- To invite the Alumni for First year Induction Program for Inspirational Speech.
- To create and update the year-wise alumni database.

To maintain the amiable relationship between all the stakeholders, the Alumni meet for the academic year 2018-22 was organized on Saturday 11th March, 2023. During the meet interactive sessions at departmental level were arranged between the alumni, the present batches of students and faculty members to generate innovative ideas for grooming the current students, explore job opportunities in various sectors followed by discussion on recent trends in technology and industry etc. During the interaction, alumni shared memories and experiences during their stay at the Institute. In every department few alumni were felicitated for their extraordinary achievements after the graduation

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:

The institute is progressing under the visionary leadership of Hon Chairman and Hon secretary with objective of imparting quality higher education to rural youth. Looking at the skill requirements of future technological trends the institution has added new courses viz. Computer Science & Engineering and Electronics and Computer Science with 60 intake each. Institution has taken steps forward to establish innovation ecosystem and foster the start-ups growth through incubation center. The Board of Directors consists of Social servers, Educationists, Industrialists, Scientists, administrators and corporate leaders. The institution is also taking steps to establish Intellectual Property cell and strengthen Research and Development activities for all inclusive research to resolve the issues with technological solutions. Institute is taking efforts to inculcate innovation habits in students and faculty and filing patents for its sustainable growth. As the institute is affiliated to Shivaji University Kolhapur, all guidelines in respect of curriculum and NEP implementation are being executed in the institute.

Short Term Plans:

1. Improvement in students success index
2. Increasing collaborations with industries for internships and projects
3. Establishment of incubation center
4. Get NBA/NAAC accreditation
5. Improvement in quality placements
6. Improvement in enrollment for higher education

Long Term Plans:

1. Establishment of Industry sponsored labs
2. Establishment of Excellence centers.
3. Starting PG/Ph D Courses

4. Incubation of startups
5. Achieving autonomous status
6. Fetching Research and Development grants

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 perspective plan of the institute for period 2019-2023 was as follows:

1. Getting NAAC/NBA accreditation by 2023
2. Achieving more than 75% on campus placement of students
3. Introduction of new course in Computer Science and Engineering and Electronics & Computer Science
4. Establishment of Incubation center by 2023
5. Installation of Solar Photovoltaic Energy resource.

Deployment: The perspective plan was put up in Governing Council meeting held on . It was discussed and approved by GC and direction to implement the plan were issued by GC.

1. Getting NAAC/NBA accreditation by 2023 : Preparations are in progress to get NAAC accreditation. IIQA is submitted and approved by NAAC. SSR submission is in progress.

2. Achieving more than 75% on campus placement of students: Target is achieved. Place of students is more than 75%.

3. Introduction of new course in Computer Science and Engineering and Electronics & Computer

Science: UG course in Computer Science & Engineering with 60 intake and Electronics & Computer Science with intake of 60 is added newly in 2022

4. Establishment of Incubation center by 2023 : It is in progress. Registration of the institute on MSIS (Maharashtra State Innovation Society) has been done and establishment of IIC is in progress.

5. Installation of Solar Photovoltaic Energy resource: Solar photovoltaics plant is installed on roof of the institute.

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:

The institute has implemented Performance Based Appraisal System (PBAS) for performance evaluation of teachers. The appraisal is done as per the guidelines given by AICTE New Delhi/DTE Maharashtra. Appraisal form is filled by each faculty member at the end of every academic year. It is verified by concerned heads of departments and then forwarded to the Principal for further assessment and decision for increments and promotion.

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: 52.04

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
41	35	20	25	32

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: 47.71

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
41	35	20	25	35

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
5	9	9	6	4

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
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:

Institute is self financed and funds available for utilization are generated through collection of tuition fees from students. There are no other sources available for getting funds. Every year after admissions are over the total collection of fees is estimated. The estimated funds are not available in total for utilization as there are many students who cannot pay the all fees and such students are given concession in fees.

Once the total available funds for utilization is decided by management the yearly budget is prepared with emphasis on acheiving the missions of the institute.

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 Internal Quality Assurance Cell (IQAC) plays a crucial role in higher education institutions in India and other countries as well. It is responsible for overseeing and enhancing the quality of education and administrative processes within an institution. Here are some key contributions and responsibilities of the IQAC:

1. **Quality Assurance:** The primary role of IQAC is to ensure and enhance the quality of education and institutional processes. It does so by setting quality benchmarks, developing and implementing quality policies, and monitoring the implementation of these policies.
2. **Periodic Review:** IQAC regularly reviews various aspects of the institution, including the teaching-learning process, administrative operations, and learning outcomes. This periodic review helps identify strengths, weaknesses, and areas that require improvement.
3. **Methodology and Processes:** IQAC evaluates the methodologies and processes used within the institution for teaching, learning, and administration. It assesses whether these processes are effective, efficient, and in alignment with the institution's goals and objectives.
4. **Record Keeping:** IQAC maintains records of the incremental improvements made in various activities. This documentation is essential for tracking progress over time and for demonstrating the institution's commitment to quality enhancement.
5. **Quality Assurance Strategies:** IQAC is responsible for developing and implementing quality assurance strategies and measures. These strategies can include accreditation processes, assessment and evaluation mechanisms, and faculty development programs, among others.
6. **Feedback Mechanism:** IQAC often establishes feedback mechanisms to gather input from various stakeholders, including students, faculty, staff, and alumni. This feedback helps in identifying areas that need attention and improvement.
7. **Compliance:** IQAC ensures that the institution complies with regulatory and accreditation requirements. It helps the institution prepare for accreditation visits and ensures that necessary documentation and evidence are in place.
8. **Professional Development:** IQAC may organize workshops, seminars, and training programs to enhance the skills and knowledge of faculty and staff members. This professional development contributes to the overall quality of education.
9. **Best Practices:** IQAC identifies and promotes best practices in teaching, research, and administration. It benchmarks the institution against similar institutions to adopt innovative practices.
10. **Transparency and Accountability:** IQAC promotes transparency and accountability in all institutional activities. It ensures that information related to quality assurance and improvement is readily available to all stakeholders.

- 11.Reporting: IQAC submits annual reports to regulatory bodies and stakeholders, summarizing its activities, findings, and recommendations. These reports are essential for maintaining transparency and accountability.

In summary, the Internal Quality Assurance Cell (IQAC) is a critical component of higher education institutions, ensuring that quality assurance strategies and processes are institutionalized. It plays a pivotal role in reviewing and improving various aspects of the institution, leading to continuous enhancement in the quality of education and administrative operations.

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:

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

Response: 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
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:

Gender Equity:

The institution organized 'Self-defense training' for the girl students of the institution. Awareness programs like importance of human rights. The institution constituted the following committees as per norms laid by University/UGC: Institution Grievance Redressal Committee, Anti-Ragging, Internal Complaints Committee, Students' Disciplinary Committee, Women Welfare & SC /ST Students Welfare Committee and Mentoring Program cares for the well-being of students and staff in the institution. The functions of these committees are well communicated and information is being disseminated to the students through orientation and induction programs.

The authorities and responsibilities are equally shared by women faculty members and no differentiation is done amongst all. Women teaching staff have been appointed as Heads of department, Coordinators of activities and are given full freedom to work under safe, secure environment.

The institution provides safety and security facilities for the staffs and students such as CCTV Surveillance throughout the campus and security arrangement. Students are informed to wear ID cards at all times and outsiders are checked by security staff. The institution has a dedicated Counselling Centre and good mentoring system for the students to take care of their academic, emotional, social and cognitive development. Personal Counselling is provided to the students at different levels. There are separate washroom facilities for girls and boys. Washrooms are provided with sanitary napkin vending and disposal machine for the safe and hygienic disposal of sanitary napkins.

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: B. Any 3 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
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 college organizes and has conducted several activities to build and promote an environment for ethical, cultural, and spiritual values among the students and staff. To inculcate the patriotism in the students and the faculty, commemorative days are celebrated on the campus with the initiative and support of the management to develop the feeling of oneness and social harmony. Though the institution has diverse socio-cultural background we do not have any intolerance towards cultural, regional, linguistic, communal socio economic and other diversities. The college and its teacher and staff jointly celebrate the cultural and regional festivals, like Gurupournima, Engineer's Day, Teacher's day, Innovation Day, Wild Life week, orientation and farewell program, Induction program, plantation, Women's Day, Yoga Day, and also festivals like Khandenavami celebration, Ganesha Festival. Motivational lectures of eminent persons of the field are arranged for all-round development of the students for their personality development and to make them responsible citizens following the national values of social and communal harmony and national integration. Besides academic and cultural activities, we promote variety of sports activities for the physical development of the students. In this way the institute's efforts/initiatives in providing an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic, and other diversities.

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:**Best Practices I**

1. Title of the Practice :- Industrial internships and trainings to improve employability

2. Objective of the Practice : To improve the employability of the UG students

3. The Context :- The survey made by CII and other bodies depicted that the employability of the Engineering students completing their UG education is only 25 -30% and hence it is required to enhance the skills required by industry. The Government and AICTE took various steps and set up sector skill councils to impart required skills training through internships, apprenticeships and special courses. The institute also emphasized the need and supported the students doing internships and trainings.

4. The Practice :- The students are appealed to apply for internships in various industries as per their choice. Once the applications are submitted by students the T&P officer follows up industries for their permissions. Students getting permissions are allowed to join for internships. The institute conducts extra classes to such students in online as well as offline mode. It is ensured that the curriculum is completed in all respects.

5. Evidence of Success:- The evidence of success is the placement count. The target was to achieve 100% placement but we were able to reach a figure of 80% placements which is good.

6. Problems Encountered and Resource Required:- The major problem encountered was to match industry requirements of full time working and completion of other academic work during the term. The completion of academic work was ensured and the students queries were addressed in extra classes conducted in online as well as offline mode. The only resource we required is strong support from industry.

7. This practice has helped the institution as well as the students.

Best Practice II :**Title of the Practice :- Earn and Learn Scheme**

2. Objective of the Practice : To support the economically poor and needy students during their education

3. The Context :- The basic objective in establishing this institute is to make available the Engineering and Technology education for rural youth so that these rural youth can go into high paying jobs and support their families. Most of the students taking admissions into this institution come from poor families and hence they need some kind of financial support to complete their education. In addition to the support provided by government through scholarships the institute gives them opportunity to earn while taking their education. This scheme has supported many students and they are happy.

4. The Practice :- Every year after admission process is over the institute calls applications from needy students under this Earn and Learn scheme. The applications are processed and poor and needy students are identified. These students are then given supervision, lab work, maintenance works in the institute. Every year about 10-12 students are selected and supported in this scheme.

5. Evidence of Success:- The scheme is well accepted by all students and many students show interest in it. The students who have been supported under this scheme are now working with medium to large scale industries.

6. Problems Encountered and Resource Required :- There are no significant problems in this scheme.

7. This practice has helped the institution as well as the students.

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:

The College has provided tremendous thrust and priority to its Program of Diversity Inclusion and Integration – an area distinctive to the Vision of the College. The Vision of the College is to educate, enable and empower young women, including foreign women students from different countries that form a significant section of the student community in the College. To acclimatize the foreign students and bridge the knowledge and language gap, communication classes are organized by the College for them through International Students Desk. The College emphasizes the need to mainstream the marginalized and weaker sections of students to ensure justice and equity in society. The Mission is to steer the education it offers not only towards the pragmatic goal of employability, but also to build a life of the mind and sensitize and orient its students to the service of the community, in the quest for a better life for society and the world that we inhabit.

Organizes courses in the teaching-learning of English Language and ICT skills for Economically Weaker Sections, skill training courses, computer literacy and mobility training program for Persons with Disability. Pursuing its vision of Diversity Inclusion and Integration in the last five years, the College provided financial assistance to several students with partial fee waivers including hostel fee waivers and also full fee waivers. This assistance was in addition to the support received by reserved category students from state and other agencies. The College also facilitated students in need, to obtain financial aid from other agencies, trusts. It continues to support students with Registration Fees to make their academic presentations in professionally recognized conferences abroad and within the country. Under its Diversity Inclusion and Integration Program, the College during Covid-19 pandemic in 2020. The College is in possession of Audio Repository Application for the use of visually impaired students under

the College's Internal Research Program. Called 'Lecture Hall', it is an Online Audio Repository for visually impaired students. The main purpose of the application is to make the audio recordings of lectures available to these students for their reference. This application is specifically designed to reduce the load of downloading the audio lectures on phones as it follows proper indexing, and the user does not find it difficult to recover them. The App is likely to be developed into a global resource. A Research Article on the App was published in a Springer Journal. As a part of its Institutional Social Responsibility and Outreach Program, the College provided access to its Audio Repository Application to visually impaired students across colleges of the University of Delhi. This made navigation possible during Covid-19 pandemic. The College Administration took a special initiative to deposit scholarship cheques in student bank accounts for students with visual disabilities to facilitate them to have access to financial resources during lockdown due to Covid-19. The Equal Opportunity Cell, along with the Enabling Unit of the College, and Help the Blind Foundation supported visually impaired students of the College. The All India Confederation of the Blind also supported visually impaired students. The College received a sum from the combined sponsorship of Help the Blind Foundation and All India Confederation of the Blind, making it possible for every visually impaired student of the College to be covered by a scholarship. The National Institute for the empowerment of Persons with Disabilities awarded NIVH Meritorious Scholarship to some students. The Braille Atlas is available in the College Library for the use of visually impaired students, and so is the encyclopedia of Indian Sign Language. Under the Assistance Program for visually impaired students, movies were screened at Siri Fort Auditorium, New Delhi. The Equal Opportunity Cell of the College along with the NSS Unit of the College organized several workshops for the visually impaired students. These included a computer usage workshop, a workshop on career and job opportunities and mobility orientation program. The workshop on Career and Job Opportunities was organized jointly with Arise Impact. The Equal Opportunity Cell of the College in association with the Unit of the College organized an Electoral Verification Program for the visually impaired students. Under its Diversity Inclusion and Integration Program, the College is committed to supporting extraordinary individual initiatives to enable young, enthusiastic women to realize their dreams and aspirations.

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

5. CONCLUSION

Additional Information :

Dr A D Shinde College of Engineering is belongs to a trust DKSST chaired by Ex MLA Adv. Shripatrao Shinde, a secularist, who has sacrificed his life for people's cause. All the trustee directors are well educated and understand the requirements of an educational institute. The secretary of the trust is Prof Mrs Swatitai Kori.

The institute is located in Bhadgaon, Gadhinglaj and can be approached via road from Kolhapur and Belgaum cities which are very well connected by Air and Rail. The Gadhinglaj is located at equal distance (70 km) from both the cities.

Concluding Remarks :

Gadhinglaj is taluka place in Kolhapur district of Maharashtra State and located on Hyderabad – Panaji highway. Institute is located in rural area 3.5 km away from Gadhinglaj towards the south. Gadhinglaj is well known for its medical facilities and hence it is called as medical hub that cares for people in 5 talukas. The growth of businesses in Gadhinglaj is leading to its expansion at a faster rate. There is one MIDC in Gadhinglaj and is surrounded by other MIDCs at Ajara, Chandgad and SEC of Karanatak Government at Yamkanmardi, Dist Belgaum. Five-star MIDC at Kagal is nearly 50 km away from Gadhinglaj. There is good potential for technological activities and there is good demand for higher technical education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : D. Any 1 of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made necessary changes</p>

2.Extended Profile Deviations

ID	Extended Questions																								
1.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 55 Answer after DVV Verification : 121																								
1.2	Number of teaching staff / full time teachers year wise during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>58</td><td>62</td><td>63</td><td>59</td><td>57</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>58</td><td>60</td><td>60</td><td>59</td><td>57</td></tr></table>					2022-23	2021-22	2020-21	2019-20	2018-19	58	62	63	59	57	2022-23	2021-22	2020-21	2019-20	2018-19	58	60	60	59	57
2022-23	2021-22	2020-21	2019-20	2018-19																					
58	62	63	59	57																					
2022-23	2021-22	2020-21	2019-20	2018-19																					
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