# SELF STUDY REPORT

## FOR

## 2$^{nd}$ CYCLE OF ACCREDITATION

## DATTAKALA GROUP OF INSTITUTIONS

GAT NO. 541/2, OFF PUNE-SOLAPUR NATIONAL HIGHWAY, A/P- SWAMI-
CHINCHOLI, TAL- DAUND, DIST- PUNE - 413130
413130
https://dattakala.edu.in/dgoi/index.html

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**March  2024**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

**Dattakala Group of Institution, (DKGOI)**, is one of the renowned Engineering and Management educational institutes established in 2006, under the aegis of **Dattakala Shikshan Sanstha, (DKSS)** founded under the dynamic leadership of **Hon. President Prof. Ramdas M. Zol** and cherished by **Hon. Vice-President Shri. Rana D. Suryawanshi** and **Hon. Secretary Prof. Maya R. Zol**.

DKSS is a premier educational group of institutions imparting quality education from Primary education to Post graduation. The different disciplines of DKSS fostering knowledge in Pharmacy, Engineering, Management, Computer Science, Arts, Commerce, etc.

DKGOI is a premier engineering and management Institute, located in Daund, Dist-Pune Maharashtra, India. The college is affiliated to the **Savitribai Phule Pune University, Pune** and approved by **Directorate of Technical Education (DTE),** Maharashtra State and **All India Council of Technical Education (AICTE), New Delhi.**

The basic aim of DKGOI institution is to furnish the engineering and management education in the rural area supporting healthcare system. The DKGOI institution is housed in a spacious building of 9806 sq. m area of actual construction well surrounded by lushgreen campus.

Innovative teaching learning methods and ICT based teaching tools are provided for student centric development. More emphasis is given on curricular, co-curricular, extracurricular, extension, social outreach activities. Hands-on training and actual sophisticated instrument handling is provided to the students on periodic basis. Also encouraged for industrial, hospital visits, internship in pharmaceutical industries.

Feedback system is set aptly for teachers, students, parents, facilities, departing students and alumni ensuring the smooth run of academics and regular teaching learning process. Guardian teachers are supposed to conduct periodic mentor- mentee evaluation for resolution of student's difficulties. Students and teachers are inculcated with regular trainings regarding soft skills, communication, language skills, personality development, email etiquettes, resume writing, presentation skills, interview techniques etc.

**Vision**

The vision of the institution is to provide pre-eminent educational experiences that are stimulating, responsive to the needs of the present century and prepare the students for leadership in their profession and society, and also to address critical needs of industry and foster economic development.

**Mission**

• Impart technical education to create able & competent engineers.
• Entrepreneurship development.
• All round personality development.

• Training & placement in prominent corporate.
• Institute-Industry interaction.

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

**Institutional Strength**

- State of the Art Laboratories and infrastructure

- Highly qualified and dedicated faculty

- Team work culture

- Student centric learning environment

- Spacious digital central Library with rich collection of books and journals with 24/7 reading room facility

- Campus Wi-Fi Facility with 200 mbps internet bandwidth

- Bonding with outside industries with MOUs

- Student mentoring through Teacher guardian scheme

**Institutional Weakness**

- Students with rural background and poor communication

- Limited Funded Projects and consultancy

**Institutional Opportunity**

- To create center of excellence

- To establish research Centre under Savitribai Phule Pune University

- Strengthening entrepreneurship

**Institutional Challenge**

- Enhancing employability skills of student

- Adaptability to rapidly changing industrial scenario

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

**Curriculum Design:** We have meticulously follow the curriculum designed by affiliating university to blend theoretical knowledge with practical applications, fostering a holistic understanding of subjects. The curriculum is regularly updated by BoS of the university to keep pace with emerging technologies and industry trends, ensuring that our graduates are well-prepared for the challenges of the professional world.

**Flexibility and Choice:** Recognizing the diverse interests and aspirations of our students, we offer a flexible curriculum that allows them to choose elective courses aligned with their career goals. This approach empowers students to tailor their learning experiences and specialize in areas that resonate with their interests.

**Cross-Cutting Issues:** We integrate cross-cutting issues such as professional ethics, environment and sustainability, and societal relevance like human values and gender issues into our curriculum. These topics are woven into various courses, fostering a sense of responsibility among our students towards ethical and socially conscious practices.

**Interdisciplinary Approach:** Our interdisciplinary approach fosters collaboration across diverse disciplines, reflecting real-world scenarios. Collaborative projects and interdisciplinary courses enable students to face challenges from multiple perspectives, enhancing their problem-solving abilities.

**Skill Enhancement:** Skill development is integral to our curriculum. Beyond theoretical knowledge, we emphasize practical skills through laboratory work, hands-on projects, internships, and industry interactions. This equips our graduates with the competencies needed to excel in their careers.

**Assessment and Feedback:** Our institute employs a comprehensive feedback process for designing and reviewing syllabus. We actively engage all stakeholders, including faculty members, students, industry experts, and alumni. Their valuable insights ensure that our syllabus remains current, relevant, and aligned with industry trends and academic standards.

This collaborative approach enhances the quality and effectiveness of our educational programs, fostering a dynamic learning environment that equips students with skills for real-world success.

**Teaching-learning and Evaluation**

In our engineering institute, we place immense emphasis on fostering an effective teaching, learning, and evaluation environment to ensure holistic development and skill enhancement among students.

**Teaching Methodologies:** We employ diverse teaching methodologies that cater to varied learning styles. Our faculty members utilize lectures, tutorials, laboratory experiments, case studies, projects, and interactive discussions to engage students in active learning. The Outcome-Based Education (OBE) approach drives our teaching strategies, focusing on imparting not only theoretical knowledge but also practical skills that prepare

students for real-world challenges.

**Learning Enhancement:** Our institute integrates cross-disciplinary topics, fostering a comprehensive understanding of subject matter. Collaborative and experiential learning opportunities are regularly provided through workshops, seminars, industry visits, and guest lectures. Our strong emphasis on hands-on experiences, such as practical sessions, industrial training, and internships, nurtures practical skills and instills confidence in students to tackle complex problems.

**Assessment Framework:** The assessment framework is robust, aligned with the attainment of Program Outcomes (POs) and Course Outcomes (COs). We adopt both direct and indirect assessment methods to comprehensively evaluate student progress. Course Outcomes (COs) serve as a pivotal link between curriculum objectives and student learning outcomes, measured through examinations, assignments, and projects. Student feedback mechanisms and alumni surveys provide valuable insights into the effectiveness of our teaching methodologies.

**Technology Integration:** We leverage technology to enhance the learning experience. Smart classrooms, e-learning platforms, and digital resources facilitate information dissemination and encourage self-directed learning. Our faculty employs multimedia tools and simulation software to elucidate complex concepts, fostering a dynamic learning environment.

**Continuous Faculty Development:** Faculty development is a cornerstone of our approach. Regular workshops, seminars, and training sessions are conducted to keep our educators updated with the latest pedagogical methods and industry trends. This ensures that our faculty members remain at the forefront of delivering effective education.

**Inclusive and Student-Centric Approach:** Our student-centric approach prioritizes the individual learning needs of students. Personalized attention, mentorship, and counseling support the academic and personal growth of each student. We encourage student participation in academic governance through committees, fostering a sense of ownership in their educational journey.

**Research, Innovations and Extension**

Our College exemplifies a steadfast commitment to fostering research, innovation, and extension activities, a stance consistently endorsed by its management.

**Research and Innovation:**

**Resource Provision:** DKGOI ensures that both faculty members and students have unfettered access to essential resources, such as well-equipped laboratories, books, and equipment, to catalyze their research endeavors.

**Supportive Environment:** To underscore its dedication, the college grants special leaves to faculty to facilitate focused research pursuits, promoting a conducive environment for scholarly exploration.
**Collaborative Research:** A dedicated team of senior faculty, spanning over various departments, fuels DKGOI's vibrant research ecosystem, nurturing collaborations between faculty and students.Infrastructure: The institution boasts University-approved research labs for diverse domains like Electronics & Telecommunication, Computer Science & Engg., Information Technology, Mechanical Engg., and

Mathematics.

**Interdisciplinary Focus:** DKGOI supplements its efforts with an interdisciplinary research lab, further stimulating cross-disciplinary innovations.

**Ph.D. Opportunities:** The institute fuels faculty aspirations by providing opportunities for pursuing Ph.D. programs, nurturing scholarly growth.

**Extension Activities:**

**Holistic Engagement:** Engaging in Institutional Social Responsibility, DKGOI channels its energies through NSS and student clubs, impacting the community through over 37 structured extension and outreach programs.

**Accolades:** The college dedication to extension has been acknowledged with awards from Universities, state-level agencies, and NGOs.

**Collaborations and Linkages:**

**Academic Synergy:** Over the past five years, DKGOI has signed more than 30 Memorandums of Understanding (MoUs) and collaborations, fostering academic symbiosis. These collaborations span internships, field trips, on-the-job training, and research engagements, enriching the educational experience.

**Infrastructure and Learning Resources**

Classrooms and Facilities :

19 spacious and well-equipped classrooms which includes 3 smart class Rooms and

- 4 Tutorial rooms

- 34 number of total Laboratories

- 2 number of seminar halls

- Well-equipped,well-furnished, and ventilated classrooms Proper maintenance for visibility and audibility.

- 3 Digital class Rooms with Digital Boards including all Teaching aids and network accsess with wi-fi connectivity

Library :

- Central library with a 405 Sq.m floor space

- Extensive collection of 5665 titles and 27063 volumes Subscriptions to 99 Journals

- Access to E-Journals via LAN-WAN and remote access Access to E-Books

- Multi-user capability

- Library management softwares like Delnet etc

- Student Reading Rooms

- Multiple personal Computers

Information Technology :

- Large. network of 223 computers

- Wi-Fi enabled campus

- Dedicated network bandwidth of 200 Mbps Secure firewall for network protection 24-hour surveillance with 24 cameras

Sports and Recreation :

- Gymnasium

- Open playgrounds for outdoor games Competent Physical Director for guidance

- Participation in various sports competitions

Maintenance :

- Maintenance staff led by the Administrative Officer/Registrar

- Responsible for upkeep of classrooms, library, labs, and playgrounds

- Availability of sports equipment and facilities for various games

- Facilities for differently-abled students, including ramps, lifts, wheelchairs, special bathrooms, and restrooms

Infrastructure Utilization :

- Well-planned procedures for the maintenance and utilization of academic, co-curricular, extra-curricular, and basic amenity-related infrastructure.

**Student Support and Progression**

Scholarships and Free Ships :

- Percentage of students benefited by scholarships and free ships provided by the institution, government, and non-government bodies during the last five years: 87.25%

Holistic Development :

- Soft skills activities

- Language and communication skills activities

- Life skills activities: (Yoga, physical fitness, health, and hygiene)

Guidance and Career Counseling :

- Percentage of students benefited by guidance for competitive examinations and career counseling for the last five years: 71.91%.

Student Grievance Redressal :

- Implementation of guidelines of statutory/regulatory bodies Institution-wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances

- Timely redressal of grievances through appropriate committees

Placement and Higher Education:

Percentage of placement of outgoing students and students progressing to higher education during the last five years: 75.58%.

Awards and Medals :

- Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level: 10

Participation in Sports and Cultural Programs :

- Average number of sports and cultural programs in which students of the Institution participated during the last five years: Toal 45, Average :- 9

Alumni Association :

- The Alumni association of DKSS was formed in the year 2017 with the name: "Dattakala Alumni Association Daund"

- The Institute organizes Alumni meet every year by contacting them using this database.

- Alumni members actively engage with the institute and contribute to its progress through social media networking and the institute's website

**Governance, Leadership and Management**

Institutional Governance and Leadership :

- Institutional governance and leadership align with the institution's vision and mission. Management adheres to recommendations from GB (Governing Body) and CDC (College Development Committee).

- Periodic GB and CDC meetings address academic and non-academic matters for the benefit of stakeholders.

Decentralization and Stakeholder Participation :

- Decentralization and stakeholder participation are encouraged in governance.

- Short-term and long-term Institutional Perspective Plans are in place to promote sustained institutional growth.

Effective Perspective Plan:

- A well-defined perspective plan is effectively deployed.

- Institutional bodies demonstrate efficiency through policies and administrative procedures.

Strategic Measures for Academic Enhancement:

- Strategic measures implemented to enhance academic performance include VAP, research, industry interactions, cultural, sports, and social activities.

E-Governance Implementation:

- E-Governance is operational for Administration, Finance and Accounts, Student Admission, Student Support, Examination, and Evaluation.

Performance Appraisal and Welfare Measures:

- Performance appraisal system and welfare measures for staff are well-defined. Various avenues for staff career development and progression are provided.

Professional Development:

- Percentage of teachers provided with financial support to attend conferences/workshops and professional body membership fee in the last five years: 76.82%.

- Percentage of teaching and non-teaching staff participating in FDP, MDP, professional development, and administrative training programs during the last five years: 59.18%.

Resource Mobilization and Financial Audits:

- Strategies for resource mobilization and fund utilization from various sources are in place. Regular internal and external financial audits are conducted.

IQAC Initiatives:

- IQAC engages in quality assurance activities and maintains an institutional database.

- Regular IQAC meetings identify quality improvement initiatives and oversee their implementation.

**Institutional Values and Best Practices**

Safety and Gender Equity:

- The institute prioritizes the safety of female students, implementing measures for their security. Regular programs on gender equity and social responsibilities are conducted.

Cultural Celebrations:

- National festivals are enthusiastically celebrated within the institute.

- Birth and death anniversaries of national figures are observed with reverence.

Environmental Initiatives:

- The institution promotes sustainability through the use of renewable energy sources, including solar

lamps and LED bulbs.

- Rainwater harvesting is effectively practiced.

- Green initiatives like tree planting, plastic-free campus, vehicle restrictions, and cleanliness drives are actively pursued to raise environmental consciousness.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
|---|---|
| Name | DATTAKALA GROUP OF INSTITUTIONS |
| Address | Gat No. 541/2, Off Pune-Solapur National Highway, A/P- Swami-Chincholi, Tal- Daund, Dist- Pune - 413130 |
| City | Daund |
| State | Maharashtra |
| Pin | 413130 |
| Website | https://dattakala.edu.in/dgoi/index.html |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Director | Sharad Shankar Karne | 02118-295101 | 9921641000 | 02118-246348 | director.goi@dattakala.edu.in |
| Associate Professor | Sachin Sukhadev Bere | 02118- | 9822449575 | 02118-246348 | ssbere.foe@dattakala.edu.in |

| Status of the Institution | |
|---|---|
| Institution Status | Private and Self Financing |

| Type of Institution | |
|---|---|
| By Gender | Co-education |
| By Shift | Regular Day |

| Recognized Minority institution | |
|---|---|
| If it is a recognized minroity institution | No |

**Establishment Details**

| State | University name | Document |
|---|---|---|
| Maharashtra | Savitribai Phule Pune University | [View Document](#) |

**Details of UGC recognition**

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

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

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
|---|---|---|---|---|
| AICTE | [View Document](#) | 10-06-2023 | 12 | EAO needs to be applied every 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 | Gat No. 541/2, Off Pune-Solapur National Highway, A/P- Swami-Chincholi, Tal-Daund, Dist- Pune - 413130 | Rural | 25 | 6449.64 |

# 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---|---|---|---|---|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BE,Civil Engineering,Civil Engineering | 48 | HSC | English | 60 | 0 |
| UG | BE,Computer Engineering,Computer Engineering | 48 | HSC | English | 120 | 90 |
| UG | BE,Electrical Engineering,Electrical Engineering | 48 | HSC | English | 60 | 2 |
| UG | BE,Electronics And Computer Engineering,Electronics And Computer Engineering | 48 | HSC | English | 60 | 17 |
| UG | BE,Information Technology,Information Technology | 48 | HSC | English | 60 | 33 |
| UG | BE,Mechanical Engineering,Mechanical Engineering | 48 | HSC | English | 30 | 2 |
| PG | ME,Civil Engineering,Construction Management | 24 | Graduate | English | 12 | 12 |
| PG | ME,Computer Engineering,Computer Engineering | 24 | Graduate | English | 12 | 12 |
| PG | ME,Electrical Engineering | 24 | Graduate | English | 12 | 11 |

| PG | ,Electrical Power System | | | | | | |
|----|--------------------------|----|----------|---------|-----|-----|---|
| PG | ME,Mechanical Engineering,Mechanical Engineering Design | 24 | Graduate | English | 12 | 3 |
| PG | MBA,Master Of Business Admininstration, | 24 | Graduate | English | 180 | 61 |
| PG | MCA,Master Of Computer Applications, | 24 | Graduate | English | 180 | 101 |
| PG | ME,Artificial Intelligence And Data Science,Artificial Intelligence and Data Science | 24 | Graduate | English | 24 | 8 |

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

| | Teaching Faculty | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Professor** | | | | **Associate Professor** | | | | **Assistant Professor** | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 2 | | | | 3 | | | | 45 | | | |
| Recruited | 2 | 0 | 0 | 2 | 1 | 2 | 0 | 3 | 29 | 16 | 0 | 45 |
| 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 | | | | 22 |
| Recruited | 11 | 11 | 0 | 22 |
| 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 | | | | 9 |
| Recruited | 8 | 1 | 0 | 9 |
| 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/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 2 | 0 | 0 | 1 | 2 | 0 | 1 | 1 | 0 | 7 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 15 | 0 | 43 |
| 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/M CH | 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 | 25 | 15 | 0 | 40 |
| 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** |
| | 0 | 0 | 0 | 0 |

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

| Programme | | **From the State Where College is Located** | **From Other States of India** | **NRI Students** | **Foreign Students** | **Total** |
|---|---|---|---|---|---|---|
| UG | Male | 111 | 1 | 0 | 0 | 112 |
| | Female | 32 | 0 | 0 | 0 | 32 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 20 | 0 | 0 | 0 | 20 |
| | Female | 26 | 0 | 0 | 0 | 26 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Diploma | Male | 5 | 0 | 0 | 0 | 5 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|---|---|---|---|---|---|
| **Category** | | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| SC | Male | 38 | 8 | 7 | 7 |
| | Female | 15 | 1 | 1 | 2 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 1 |
| | Female | 0 | 0 | 1 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 57 | 14 | 13 | 17 |
| | Female | 16 | 3 | 10 | 3 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 73 | 44 | 29 | 33 |
| | Female | 31 | 18 | 17 | 15 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 14 | 0 | 0 | 2 |
| | Female | 5 | 0 | 0 | 1 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 249 | 88 | 78 | 81 |

**Institutional preparedness for NEP**

| 1. Multidisciplinary/interdisciplinary: | The Vision of National Education Policy, to provide high quality education to develop human resources in our nation as global citizens, is well taken. A discussion among the faculty members were initiated on the key principles of NEP such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. In view of the NEP, academic programmes may be redesigned to include Multidisciplinary /Interdisciplinary courses as electives so that students get maximum flexibility to choose elective courses offered by other Departments. It can be said that the University is |
|---|---|

| | |
|---|---|
| | proactively working towards implementation of the suggestions given in the NEP. |
| 2. Academic bank of credits (ABC): | Under the university, the institute will also offer an online repository for all academic awards under the Digital India Program. Our university is working towards the nad.digitallocker.gov.in platform in which the National Academic Bank of Credits (ABC) portal will be integrated. The institute is already following a choice-based credit system for all of its programs and will follow the process related to the ABC as directed by the Academic Council of Savitribai Phule Pune University, Pune . The institute will formally register in the ABC portal as soon as the resolution is being approved by the higher academic bodies. |
| 3. Skill development: | This will help to enhance the employability of our students as per the industry's current human resources requirements. Value Added Programs are introduced by the college to march towards the implementation of NEP in the real sense. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | The institute is of the opinion that the inclusion of knowledge from ancient India to modern India will clear the sense of India's future aspiration about education, health, and the environment. |
| 5. Focus on Outcome based education (OBE): | The institute has implemented outcome-based education with clearly stated Programme Outcomes, Programme Specific Outcomes, and Course Outcomes. All courses are designed with outcomes centered on cognitive abilities namely Remembering, Understanding, Applying, Analysing, Evaluating, and Creating. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsibility and ethics, as well as entrepreneurial skills so that student contributes proactively to the economic, environmental, and social well-being of the nation. |
| 6. Distance education/online education: | Due to Covid -19 pandemic, educational institutions in the country have increasingly evolved in using digital platforms for engaging classes, conducting conferences and meetings. Due to the experience gained during the closure period of Covid-19, access to online resources by educators and students will not be a constraint anymore. Institute has successfully imparted all its course content delivery in online mode during the Pandemic (COVID-19) and also |

| | conducted online examinations successfully. |
|---|---|

## Institutional Initiatives for Electoral Literacy

| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes, Under the Students Council and Extension Activities Cell. Our college monitors this. This is not formally ELC established in the college. |
|---|---|
| 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? | We are currently in process as per NAAC guidelines. As we establish, we will also appoint a representative. |
| 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. | The National Voters Day program was organised to make the students for registering themselves with the EC. They were also made aware of the fundamental rights of voters in India through the NSS and Extension Activity Cell. |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | The Constitution is displayed in college campus. Various awareness campaigns and workshops are organised. Students are encouraged to learn about democratic values and participate in electoral process at the local level. |
| 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. | Orientation and Awareness Programs are organised for them. |

# Extended Profile

## 1 Students

**1.1**

**Number of students year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 738 | 481 | 337 | 423 | 445 |

| File Description | 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: 61**

| 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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 23 | 33 | 26 | 43 | 22 |

## 3 Institution

**3.1**

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 186.6 | 13.58 | 85.56 | 51.77 | 103.43 |

| 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:**

**Effective Curriculum Planning:**

Since the institute is affiliated to **Savitribai Phule Pune University (SPPU), Pune** the institute implements the curriculum of the University. Before the commencement of each semester, the University notifies general academic calendar for all the programs, which contains the date of commencement, last working day of the semester, and dates for semester-end examinations along with vacation schedule.

HoD allots academic workload in consultation with the faculty, HoD and Principal. HoD compiles the inputs received from the various departments and a comprehensive plan is prepared at the beginning of each semester in line with the University's calendar consisting of various curricular, extra, and co-curricular activities. The calendar is uploaded on college website, displayed on notice boards, and is communicated to students & teachers. It is updated and revised with respect to any changes suggested by the university. Time table in charge of the department prepares the timetable as per workload for the academic session. Every faculty prepares the course file, teaching plan and gets it approved from respective HoD before the commencement of the semester. All the classes and examinations are planned as per the calendar, thus ensuring complete adherence.

**Effective Curriculum Delivery:**

Institution provides well maintained class rooms with a smart board, LCD projector, and internet connectivity for effective curriculum delivery. Each faculty submits the proposed teaching plan of the subject to the HoD. All HoDs make sure about conduction of classes and practical sessions of the department as per scheduled time-table. The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, sessional examinations. Attendance of the students during Theory and Practical sessions is recorded by respective subject faculty members. Sessional exams are conducted periodically, and their results are displayed and discussed with the students in the class room. The subject teacher monitors the performance of each student and conducts remedial classes for the improvement of slow learners.

NPTEL videos, contents from online courses and webinars are used by faculty members for effective curriculum delivery. Each department assigns a teacher guardian for a batch of students. Performance and attendance of all students is regularly communicated to the department through mentors.

Periodical meetings of HoDs are held with the Principal to review the curriculum delivery. Assignments,seminars, and projects are given to the students under the supervision of the faculty.

Learning beyond syllabus is achieved by arranging guest lectures. Every department has to submit the compliance of the academic calendar as part of their annual submissions. In addition, the internal audit conducted which ensures the compliance to verify with documentary evidence. ICT feedback and course-end surveys are conducted for calculating attainment of course outcomes and program outcomes and corrective actions are taken to fulfill it. Institution encourages and sponsors faculty members to organize and attend faculty development programs for enriching their subject knowledge.

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 39

| File Description | Document |
|---|---|
| Institutional data in the prescribed format | [View Document](#) |

### 1.2.2

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

**Response:** 100

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 738 | 481 | 337 | 423 | 445 |

| File Description | 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:**

Our institute has undertaken commendable initiatives to integrate cross-cutting issues into our curriculum. As an affiliate of SPPU, we adhere to the university's curriculum. The syllabi for various programs have been enriched with courses focusing on professional ethics, gender equality, human values, environmental awareness, and sustainability. This holistic approach aims to cultivate strong character traits in students, contributing to societal betterment.

**Professional Ethics and Human Values:**

Development of Professional Ethics and Human Values in students and faculty is a part of our Institution. They are taught right from the entry during the Induction Program being organized as per the directions of AICTE. Regular meetings are organized by experts and management to instill an understanding of engineering ethics, human values, and social responsibility, enabling students to navigate ethical dilemmas in their professional journey.

The institution's proactive approach encompasses awareness campaigns, orientation programs, training sessions, seminars, and workshops. These endeavors sensitively guide future leaders towards upholding human values, aligning with constitutional responsibilities, and nurturing responsible citizenship.

**Environment and Sustainability:**

"Environment studies" is an integral part of the curriculum for all engineering programs. It delves into ecosystems, their equilibrium, and sustainability, aiming to cultivate environmental consciousness.

The Civil Engineering curriculum integrates various courses like "Disaster Management," "Environmental Engineering", "Hydrology & Water Resources Engineering" and "Irrigation & Drainage". These courses delve into ecosystem dynamics and sustainability, fostering a holistic perspective.

The Mechanical Engineering program offers "Energy Audit Management" in the eighth semester, promoting understanding of renewable and non-renewable energy resources.

The Electrical Engineering program offers "Energy Management" in the sixth semester and "Green Building" in the eighth semester.

**Gender Issues:**

Our NSS unit arranges expert lectures to promote gender equality.

Our institute emphasizes gender-neutral admissions, fostering equal opportunities. Employment and training programs adhere to equal representation, mitigating gender-related challenges.

To celebrate International Women's Day, our institute collaborates with other institutions. This celebration bolsters gender parity awareness.

Women's representation is actively promoted in departmental and course committees, fostering equal involvement.

In conclusion, our institute's commitment to cross-cutting issues enriches the academic journey. By fostering professional ethics, environmental awareness, gender equality, and human values, we equip our students with holistic education, ready to make a positive impact on society.

**1.3.2**

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

**Response:** 84.42

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

Response: 623

| File Description | 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

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

**2.1.1**

**Enrolment percentage**

**Response:** 35.44

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 249 | 88 | 78 | 83 | 74 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 468 | 264 | 264 | 264 | 354 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [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:** 32.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 153 | 25 | 32 | 31 | 34 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 247 | 140 | 140 | 140 | 187 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |

## 2.2 Student Teacher Ratio

**2.2.1**

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

**Response:** 32.09

## 2.3 Teaching- Learning Process

**2.3.1**

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

**Response:**

The institute is dedicated to delivering high-quality technical education through student-centric methodologies that encompass experiential learning, participative learning, interactive learning, project-based learning, and problem-solving methodologies. These methodologies are meticulously integrated into classroom and extracurricular activities, enriching the overall learning experience and fostering the development of critical problem-solving abilities among students.

In alignment with *Outcome-Based Education (OBE),* the institute empowers its faculty members to embrace innovative teaching and learning approaches. These approaches encourage students to independently explore topics, engage in self-directed learning, collaborate with peers, participate in project-based learning, and cultivate effective 'Learn to Learn' skills.

**Experiential Learning:** A pivotal aspect of the institute's pedagogical approach is experiential learning, which offers students hands-on exposure to various subjects. This approach emphasizes analytical and synthesizing abilities, bridging the gap between theoretical knowledge and practical application. Notable features of experiential learning include student-led project development, summer internships providing *real-world training, industrial visits fostering engagement with practical scenarios, and value-added courses* conducted by experts from industry and academia. The integration of latest technologies through add-on courses from platforms like NPTEL and SWAYAM enhances students' expertise.

**Participative Learning:** To nurture active participation and collaboration, students are encouraged to work in teams or groups. Participative learning nurtures a culture of exploration and learning from mistakes. This approach encourages students to investigate information across disciplines and apply it in collaborative contexts. Various strategies such as mini-projects, short-term tasks, tutorials, and technical debates promote participative learning culture.

**Problem-Solving Methodologies:** The institute embraces problem-solving methodologies within its teaching-learning processes. *Project-based learning (PBL)* takes center stage in enhancing students' learning outcomes. Departments assign *mini-projects* that are evaluated by external experts. Besides the curriculum, students are inspired to address design-based challenges, culminating in final-year projects. This approach propels the development of analytical and solution-oriented skills among students.

**Interactive Learning:** Interactive learning strategies foster students' engagement through diverse participative activities, such as *brainstorming sessions, panel discussions, mid-lecture activities.* These activities enable effective comprehension of concepts and methodologies. Faculty members orchestrate these activities with dedication, utilizing tools like chalk and board, audio-visual aids, and models to enhance interactive teaching-learning.

The institute harnesses technology to enrich pedagogical practices. Learning material is disseminated through e-mails and WhatsApp. Smart classrooms equipped with Smart Boards connected with internet enhance the teaching-learning process.

In conclusion, the institute's pedagogical approach embodies a comprehensive array of student-centric methodologies that nurture experiential learning, participative learning, problem-solving, and interactive engagement. These methodologies empower students to acquire practical skills, collaborate effectively, and approach challenges with analytical proficiency. By incorporating these strategies, the institute contributes to fostering well-rounded individuals prepared to thrive in the dynamic realm of technical education.

## 2.4 Teacher Profile and Quality

**2.4.1**

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

**Response:** 94.84

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 24 | 34 | 29 | 46 | 22 |

**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:** 10.88

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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4 | 4 | 2 | 4 | 2 |

| File Description | Document |
|------------------|----------|
| Institution data in the prescribed format | [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:**

In order to ensure transparency in the internal assessment process, the institute maintains effective communication with students, informing them about the mechanisms of internal and external assessment well in advance. The assessment criteria encompass the following components:

**Internal Assessment:**

At the commencement of each semester, faculty members apprise students of the various elements involved in the assessment process, including sessional examinations, oral examinations, assignment submissions, project presentations, and seminars throughout the semester.

The sessional examinations are conducted as scheduled in the academic calendar. Faculty members develop question papers for sessional examinations in alignment with the university's standards, and the quality of these papers is evaluated and approved by the Department Advisory Committee (DAC).

During the sessional exams, invigilators oversee examination rooms. Following the exams, course faculty members assess answer papers within three days. The Head of Department (HOD) performs random script verifications to ensure evaluation consistency and quality. Answer papers are returned to students for verification, with prompt resolution of any grievances. Student performance is displayed on notice boards, and special attention is given to students who require additional support. The analysis and discussion of sessional exam results occur among concerned faculty members and authorities, enabling a comprehensive evaluation of student performance.

In laboratory courses, students' grades for each experiment are recorded in the observation/record.

Student presentations for seminars and projects are scheduled in collaboration with faculty coordinators and the HOD. The evaluation of project quality is conducted by project guides and internal experts from the Project Evaluation Committee. Notices for internal assessments related to laboratory courses, seminars, and projects are posted well in advance.

**External Assessment:**

The SPPU is responsible for conducting both theory and practical examinations. The marks allocated for each subject adhere to the syllabus structure. Examination schedules are prepared and shared by the University with affiliated colleges.

Theory examination paper setting and evaluation are managed by the subject Chairman, subject experts designated as paper setters by the university. Final laboratory and project examinations involve both internal and external examiners appointed by the University.

**Redressal of Grievances at Institute Level:**

At the departmental level, faculty members continually assess students' progress in theory lectures, labs, assignments, and sessional exams. Internal marks are awarded based on predefined strategies and made available on notice boards. Any queries are discussed with faculty members and the Head of Department (HoD).

At the institute level, a senior faculty member oversees the administration of SPPU exams. Any issues arising are resolved by the Officer In-Charge of the institution and a university- appointed officer. Grievances related to online/theory exams are addressed through consultation with the principal and, if required, forwarded to the university via the examination section.

**Redressal of Grievances at University Level:**

University-level grievances, such as result queries and corrections in mark-sheets and certificates, are managed by the Affiliating University examination section. Students are given the opportunity to apply for revaluation, recounting, and challenge evaluation by submitting the requisite processing fee to the university if they are dissatisfied with the initial evaluation.

In conclusion, the institute is committed to fostering a transparent and efficient assessment process that encompasses internal and external assessment methodologies. The communication of assessment mechanisms, meticulous evaluation procedures, and robust grievance redressal mechanisms collectively contribute to an effective and accountable evaluation framework.

## 2.6 Student Performance and Learning Outcomes

**2.6.1**

*Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the*

*institution are stated and displayed on website*

**Response:**

The Institution is effectively implementing the outcome based education system by actively involving all stakeholders, to provide student centric and outcome-oriented teaching and learning processes. For all programs, Program Outcomes, Program Specific Outcomes, and Course Outcomes are prepared.

POs are attributes that every graduate and undergraduate should possess. They contribute to Domain competency of handling complex engineering problems, related to technology useful society environment and sustainability, ethics, teamwork, communication, project management and finance, and lifelong learning. PSOs are framed by the department based on the field's specialization. PEOs outline the skill set that students will have at the end of the program and are framed inline institute's vision and mission.

The COs are statements which ensure the level of knowledge gained by a student at the end of the course. Although University specifies COs in curriculum, each faculty prepares COs based on technical content and student's expectations. The detailed guidelines of Program Outcomes and Program Specific Outcomes are given to students through departmental orientation events.

The Program and Course outcomes are communicated to internal and external stakeholders through:

- Institute web site
- Principal & HOD cabins
- Notice Boards
- Academic Diary
- Central and Department Library

**2.6.2**

*Attainment of POs and COs are evaluated.*

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

**Response:**

The methods and tools used to assess the achievement of Program Outcomes (POs) and Course Outcome (COs) are detailed below:

**Assessment of Program Outcomes (POs):**

POs are evaluated using Course Outcomes (COs) from relevant courses through both direct and indirect methods.

Direct methods involve direct examinations or observations of students' knowledge and skills against measurable course outcomes. The knowledge and skills outlined by COs are aligned with

specific questions in mid-semester examinations, internal exams, home assignments, and end-of-semester (ESE) examinations. The assessment of POs is then based on the COs from all courses.

At the end of each semester, our institute conducts examinations based on university results, where COs are used for measurement. Assignments are given at the conclusion of each module, allowing students to refer to textbooks and reference materials to understand the expected outcomes.

**Internal tests** are administered per semester to ensure students have attained the desired competencies at the unit level. These tests also evaluate whether corresponding COs have been achieved. By mapping students' performance to specific COs, the attainment level of course-specific COs is assessed.

**Alumni surveys** play a significant role in indirect assessment, as they provide insights into the relevance of the curriculum to industry-expected skills and the achievement level of program goals. Employer surveys are conducted to ascertain whether acquired knowledge, skills, and attitudes align with expectations.

Student exit surveys, conducted annually, help identify factors for future strategic planning. These surveys offer insights into the impact of training, strengths and weaknesses of Value-Added Programs (VAPs), and the effectiveness of pre-placement training.

Since Outcome-Based Education (OBE) emphasizes student competency, the focus is on outcomes or goals rather than just exam scores. These goals represent the skills and knowledge learners should possess at the end of the course. Assessment methods are designed to measure the achievement of these goals, with teachers adopting roles as facilitators and mentors.

**Assessment of Course Outcomes (COs):**

COs are achieved through various instructional activities such as lectures, tutorials, laboratory experiments, assignments, demonstrations, projects, fieldwork, industrial training, internships, educational tours, site visits, presentations and case studies.

**Evaluation Tools for Direct Attainment:**

1.University-conducted exams at semester-end assess students' knowledge and contribute to the evaluation of POs.

2.The department conducts internal exams, known as unit test. The average of these results calculates the attainment of POs.

3.The evaluation of CO attainment through direct tools occurs each semester.

**Evaluation Tools for Indirect Attainment:**

The department organizes co-curricular, extracurricular, and technical activities to achieve target PO attainment. Indirect assessment tools include:

1.Exit surveys, offering insights into students' perceptions upon completion.
2.Feedback from co-curricular activities.

3.Feedback from extracurricular activities.

**2.6.3**

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

**Response:** 84.4

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 129     | 109     | 110     | 128     | 130     |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 174     | 113     | 132     | 150     | 149     |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |

## 2.7 Student Satisfaction Survey

**2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:** 4

| 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:** 21.29

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)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5.50 | 2.35 | 13.44 | 0 | 0 |

| File Description | 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:**

Establishing a Robust Ecosystem for Research, Innovation, and Incubation: DKGOI, is basically engineering and management institution, committed to fostering academic excellence and has meticulously developed a dynamic ecosystem for research, innovation, and knowledge transfer. At the heart of this ecosystem lies an avant-garde Incubation Centre and a host of initiatives designed to promote the generation and dissemination of knowledge.

**Underpinning these aspirations is a range of strategic initiatives in research and development:**

- **Engagement in Academic Events:** Active participation in conferences, seminars, workshops, symposiums, and faculty development programs enhances knowledge exchange.
- **IPR Awareness Programs:** Initiatives to raise awareness about Intellectual Property Rights (IPR) safeguard innovative ideas.

**Guidelines for Research and Development Activities:**

- **Collaborative Ties:** Departments are encouraged to establish Memoranda of Understanding with research organizations and industries, enhancing interdisciplinary collaboration.
- **Empowering the IPR Cell:** The institution's IPR Cell champions innovative research, offering policy directives and support for patenting and protection.

**Cultivating Entrepreneurship and Indian Knowledge Systems:** DKGOI nurtures entrepreneur-ship and celebrates the rich heritage of Indian knowledge systems:

- **Entrepreneurship Development Cell:** Through its Entrepreneurship Development Cell (ED), DKGOI imparts entrepreneurial knowledge via seminars, workshops, and industrial visits, fostering a spirit of innovation among students. The ED Cell's endeavors have already borne fruit, leading to the establishment of student-led startups.
- Strengthening Collaborations and Student Empowerment: DKGOI is deeply committed to collaboration, student engagement, and empowerment:
- **Collaborative Endeavors:** The institution forges alliances with diverse organizations to amplify knowledge exchange, enriching its impact across various domains.
- **Technology & Innovation Club:** This club ignites innovation within engineering students, fostering a culture of creativity and knowledge-sharing.

### 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:** 45

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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 15      | 18      | 3       | 4       | 5       |

| File Description | 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:** 2.31

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 76 | 32 | 29 | 4 | 0 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |

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**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:** 0.2

**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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 12 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |

## 3.4 Extension Activities

**3.4.1**

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

**Response:**

The purpose of education transcends the mere transmission of knowledge and skills; it extends to cultivating a profound sense of social responsibility within students. This holistic perspective encompasses an understanding of societal challenges, embracing diversity, engaging with local communities, and actively contributing to the overall welfare of society. To achieve these goals,

DKGOI places a premium on extension activities and projects as potent instruments for providing students with immersive experiences and nurturing their sense of social and community responsibility.

The period spanning from academic year 2018-2019 to 2022-2023 have seen our institution proactively immerse itself in a gamut of outreach and extension activities aimed at sensitizing students to pertinent social issues and fostering meaningful connections with neighboring communities, facilitated through various campus societies. These endeavors include a diverse array of initiatives such as awareness campaigns, workshops, rallies, and road shows, all revolving around pivotal themes like environmental preservation, gender awareness, road safety, voter engagement, blood donation drives, and mental health awareness.

**The Voter Awareness Rally** stands as a testament to our commitment to fortifying democratic values. Recognizing that informed voting is the cornerstone of a thriving democracy, DKGOI's NSS volunteers joined forces with local governmental bodies to orchestrate impactful rallies in the town and neighboring villages, thus cultivating a new generation of informed and conscientious voters who play an essential role in the democratic process.

Annually, the college NSS department collaborates with the local blood bank to organize Blood Donation Camp Awareness programmes and Organ Donation Awareness programmes. This event underscores our unwavering dedication to humanitarian causes, with students and staff actively participating and enthusiastically donating blood. Such commitment has garnered certificates of appreciation from the blood bank, an acknowledgment of our exceptional efforts toward this crucial social cause.

The institution's engagement extends to addressing health concerns, particularly the rallying of NSS volunteers for HIV/AIDS awareness campaigns. Moreover, medical experts deliver lectures on campus to bolster health consciousness among students.

Significantly, DKGOI's commitment finds expression through ecological initiatives such as tree planting campaigns both within and outside the campus. Coupled with this, health awareness programs, anti-alcohol campaigns, de-addiction drives, and the construction of roads & pathways in adopted villages manifest our commitment to addressing multifaceted challenges, notably water scarcity.

The exigencies of the COVID-19 pandemic underscored our institution's unwavering commitment to community well-being. Collaborating with the local municipal corporation, we conducted COVID-19 testing camps and vaccination drives for college staff and students. Online awareness programs were instituted, accompanied by the distribution of masks, reaffirming our dedication to safeguarding public health.

**3.4.2**

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

**Response:**

Our institution upholds the concept of holistic student development, steering their energies towards addressing real-life challenges faced by the common populace and society as a whole. In pursuit of this vision, our college has established vibrant student clubs, which serve as dynamic platforms for students to engage in a spectrum of co-curricular, extra-curricular, and community-centric initiatives. Within this framework, facilitating direct engagement between students and society, work together in fostering heightened awareness of local social issues. A distinctive feature of these activities lies in their capacity to sensitize and enlighten students about prevalent societal concerns.

Our institution is deeply involved in endeavors that are emblematic of this collaborative spirit. We engage actively with local government initiatives of Health Awareness such as **Organ Donation Awareness, HIV/AIDS Awareness and Covid-19 awareness programmes.**

The active engagement of our students and college in these social and extension events has not gone unnoticed. These accolades serve as a testament to the impactful contributions made by our students, fostering a sense of accomplishment and reinforcing our institution's commitment to socially responsible citizenship. Furthermore, our students participated zealously in Taluka Level activities in the above mentioned Programs and received appreciation from Government Hospital, Bhigwan, during 2018-19, 2020-21 and 2022-23. Our institute has also arranged the Tree Plantation, Blood Donation, Health check up camps, Awareness of Dengue and Maleria every year.

In conclusion, our institution's commitment to holistic student development finds tangible expression through a spectrum of student clubs, each playing a pivotal role in fostering engagement, awareness, and action within the larger society. Through dynamic collaborations and active participation, our students gain a profound understanding of societal challenges and contribute meaningfully to various social initiatives.

### 3.4.3

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

**Response:** 48

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 9 | 3 | 12 | 11 | 13 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format | [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:** 22

| File Description | Document |
|---|---|
| Institutional data in the prescribed format | [View Document] |

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

### 4.1.1

**The Institution has adequate infrastructure and other facilities for,**

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

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

**Response:**

The infrastructure facilities and learning resources available at Dattakala Group Of Institutions can be categorized as under:

**(a) Learning Resources:** Adequate number of class rooms, laboratories are well supported with library, computer center, meeting room and seminar hall with smart board facility

**(b) Support facilities:** Sports ground and facilities for indoor games including Gymnasium are available for the students even after college hours.

**(c) Utilities:** Safe drinking water, restrooms, power generators backup and security arrangements within the campus are the essential components of the utilities.

**(a) Learning Resources:**

Classrooms: 19 (out of which 3 are smart class Rooms including smart boards with white board, different drawing tools and additional tools )
Tutorial Rooms: 4
Laboratory for First Year: 3

Total Laboratories including first year: 34
Laboratory other than First Year: 31
Workshop: 1 + additional workshop 1

Library:- 1

Drawing Hall:  1
Computer Centre: 1
Seminar Hall: 2

Library and Reading Hall with Digital Library facility E-journal and e-book facilities Counseling Rooms: 1
Placement Office: 1

Language Laboratory: 1

IQAC Office: 1

IT infrastructure with 200 MBPS internet access system and Seminar hall is equipped with audio PA and amplifier equipment, computer network and internet facility. All the class rooms, Laboratories and seminar hall are aesthetically designed for natural light illuminations and ventilation for a healthy and energetic atmosphere.

**(b) Support facilities:**

Dattakala Group Of Institutions encourages the students to participate in various college level, state level and national level competitions by providing financial support. The college has a tradition of forming a Student Council every academic year.

The college had earmarked approximately 7 acres of land for Outdoor games namely: Cricket, Volleyball, Football, Kabaddi, Kho-Kho and multipurpose ground.

The college is provided with Indoor games in an area of nearly 150 Sq. m. which is furnished with a Gymnasium and accommodating the indoor games like Table Tennis, Caroms, Chess etc. to horn the skills in the respective games and students participate in Inter Collegiate, Zonal and AIU tournaments. Full Time qualified trainers to trains students in Caroms, Chess, and Table Tennis.

**(c) Utilities:**

Drinking Water with Water Cooler

Power Backup DG Set

CCTV cameras for Security

Housekeeping team for Cleanliness in the Campus

Maintenance Team to keep all infrastructure intact

IT team to make our Intra-campus Computer network intact

Centre Store to provide all necessary consumables and equipment as per the need of students and faculty

### 4.1.2

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

**Response:** 28.37

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise**

**during last five years (INR in lakhs)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 76.1    | 9.50    | 9.30    | 4.45    | 25.75   |

| File Description | Document |
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| Institutional data in the prescribed format | [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:**

Dattakala Group Of Institutions library was established in the year 2010 named as "CENTRAL LIBRARY", dedicating over 405 square meters of space to its library, digital library, and reading room. The library's unwavering commitment to providing optimal services to its user community, comprising faculty, students, and staff, underscores its pivotal role within the institution.

Powered by AutoLib NG version software, the Library is automated to deliver seamless access to an extensive array of resources. This automation facilitates access to bibliographic records of print books, institutional repositories, and other valuable resources. To cater to the growing demand for electronic materials and uphold academic integrity, the library committee undertook several strategic initiatives over the past years. These encompass the integration of both print and electronic resources, establishment of institutional repositories, digitization of rare texts, and subscription to premium e-resources like Delnet, e-journals and newspapers. Importantly, the library extends access to Delnet, including mobile access within the campus premises.

The library boasts an impressive collection of 5665 titles and 27063 volumes 30 hard bound volumes of National and International journals.99 journals and periodicals are subscribed which facilitates and promotes research in our college. The collection has been classified as per Dewey Decimal Classification (DDC) system catering to the diverse needs of all departments. With approximately titles from various publishers, the collection evolves annually in line with technological advancements and curriculum. The library environment is further enriched with 10 dedicated PCs in the digital library, ensuring that students have ample resources for academic exploration. Operating for all 24/7 hour for Reading Rooms and the library time for books issue time is from 9 am to 5 pm and provides students with a conducive environment for reading and studying, both in the reading hall and the digital library.

In addition to its book collection, the library serves as a repository for final year project reports, fostering continuous learning for successive generations of Dattakala Group Of Institutions students. The digitized

repository of university question papers spanning multiple years is available for study and reference purposes.

The library's commitment to fostering collaborative learning and student support is reflected in its two Discussion and Counseling rooms. These spaces facilitate group discussions and provide an avenue for students to receive guidance from faculty members.

Dattakala Group Of Institutions Library has also proactively developed a user-friendly portal, accessible via the college website that hosts a range of valuable resources and links for newspapers, open access e-book resources, open access e-journal e-resources and employment.

Dattakala Group Of Institutions dedication to quality education extends to its collaboration with DELNET subscribing research databases and journals annually, a financial commitment of approximately Thirteen thousand five hundred seventy rupees per year.

The library consistently sees active footfall, with students utilizing the reading room and availing its diverse facilities as part of their academic journey.

## 4.3 IT Infrastructure

**4.3.1**

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

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

**Response:**

The Institute has thoughtfully curated a comprehensive computing infrastructure, aligning with the requisites of academic and administrative operations across various departments. Ensuring a seamless technological experience, the Institute boasts a robust high-speed internet connection of 200Mbps, effectively catering to academic and auxiliary needs.

**Key Features:**

With a focus on staying current, the college houses a collection of 223 computers. To enhance productivity, the recent inclusion of 4 multi-functional printers cum scanners and 9 printers further amplifies the Institute's technical prowess. The college premises also boast strategically positioned CCTV cameras, bolstering security and oversight. In line with modern connectivity demands, Wi-Fi accessibility has been seamlessly woven into the college environment, fortified by the presence of Wi-Fi routers, ensuring unfettered internet connectivity.

Central to the Institute's technological landscape is the provision of separate computers within the library, rendering internet access readily available to students, faculty, and staff. This dedicated setup facilitates meaningful online engagement, granting users access to an array of valuable e-resources and information.

Complementing the Institute's comprehensive technological provisions are tools such as smart panels, printers, scanners, and CCTV systems. These augment the teaching and learning experience by promoting effective engagement and visual communication. The Institute's proactive stance is exemplified by the Digital section in the Library, fortified with high-speed internet connectivity. This feature empowers students and faculty to seamlessly explore a range of digital resources, including videos, e-journals, e-magazines, and e-newspapers.

In terms of maintenance, the Institute engages skilled technicians for the upkeep of its IT facilities, encompassing computers, smart panels, printers, scanners, and peripherals.

In sum, the Institute's technological ecosystem is thoughtfully designed to facilitate learning, administrative efficiency, and connectivity. By offering a suite of modern tools and resources, the Institute provides its students and staff with an environment that enhances learning, collaboration, and innovation.

Dattakala Group of Institutions has 3 smart class rooms also called Digital classrooms which have various facilities. Like browsers, google, screen sharing etc. Similarly It provides white board, black board, Pencils of different sizes with different colors. Also It has a number of autoshape tools like compass, u curve, line circle, symbols and Tools of mathematics like integration, different brackets etc. The board is supported with powerpoint presentations, and MS word and MS Excel features. Also It can be interfaced with External data storage Devices and Personal Computers. Boards are also applicable to demonstrate different practicals of different subjects.

Hence these all boards located on different floors play important Roles to impart good knowledge to Students and make the basic and typical subject concepts simple to understand.

**4.3.2**

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

**Response:** 18

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

Response: 41

## 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:** 38.61

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)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 49.96 | 3.3 | 52.46 | 19.63 | 44.90 |

| File Description | Document |
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| Institutional data in the prescribed format | [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:** 87.25

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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 564     | 474     | 327     | 400     | 350     |

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| Institutional data in the prescribed format | [View Document](#) |

### 5.1.2

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

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

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

| File Description | Document |
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| Institutional data in the prescribed format | [View Document](#) |

### 5.1.3

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

**Response:** 71.91

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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 515 | 350 | 243 | 315 | 320 |

| File Description | 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:** B. 3 of the above

## 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:** 75.58

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 127 | 82 | 83 | 83 | 83 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 129 | 109 | 110 | 128 | 130 |

| File Description | Document |
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| Institutional data in the prescribed format | View Document |

**5.2.2**

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

**Response:** 30.41

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.)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 7 | 11 | 13 | 7 | 7 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format | View Document |

## 5.3 Student Participation and Activities

**5.3.1**

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

**Response:** 10

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*

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 2 | 0 | 3 | 2 | 3 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format | View Document |

**5.3.2**

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

**Response:** 4

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 9 | 0 | 6 | 3 | 2 |

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| 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 Alumni Association of Dattakala Group of Institutions was established in the year 2017 under the name **"Dattakala Alumni Association Daund".** We have a database of adequate Alumni students along with their phone numbers and email addresses. We organize an Alumni meeting annually where we connect with them through this database and also speak to them individually over the phone.

The main goals of the Association are as follows:

To create a platform for Alumni members to connect, as well as with the Principal, Teachers, and current students of DKGOI.

To unite former students of DKGOI and promote friendship among them and their families.

To share knowledge and expertise for the benefit of both Alumni members and the Institute.

To engage in activities like intellectual discussions, cultural events, sports, entertainment programs, and social service to help all members and contribute to the Institute and society.

Many of our Alumni have achieved success in their careers. For proper database of alumini students, now

we are using Vaave software. We organize the Alumni Meet annually to encourage interaction between our graduates, who are now working in different sectors of the Indian economy. During these gatherings, they connect with students, teachers, and management, sharing ideas to improve the Institute. Our Alumni are updated about college activities and developments through social media and the institute's website.

Our Alumni contribute to the Institute in various ways:

Conducting Personality Development Programs

Offering Career Guidance

Enhancing the connection between the Institute and Society Assisting with Placements

Arranging Study Tours and Industry Visits

Helping final-year students with their projects

Our Alumni also visit the Institute to deliver talks on career advice based on their expertise. They share their experiences on managing time, staying disciplined, and building a successful career. Accomplished Alumni entrepreneurs are invited to share their success stories with the students. Alumni also play a crucial role in helping final-year students find job placements and internships, even offering technological support. They provide feedback on improving the Institute's infrastructure and suggest updates to the curriculum to match industry needs.

# 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:**

Institution's governance and leadership are aligned with its vision and mission, and this alignment is reflected in various aspects of the institution's practices and plans. Here's a breakdown of the key points mentioned:

**1. Vision and Mission Alignment:** The institution's governance and leadership are structured and guided by the overarching vision and mission of the institution. This means that the decisions, strategies, and actions of the institution's leaders are driven by the core values and goals set out in the vision and mission.

**Vision:**

The vision of the institution is to provide pre-eminent educational experiences that are stimulating, responsive to the needs of the present century and prepare the students for leadership in their profession and society, and also to address critical needs of industry and foster economic development

**Mission (Our Goals) :**

• Impart technical education to create able & competent engineers.

• Entrepreneurship development.

• All round personality development.

• Training & placement in prominent corporate.

• Institute-Industry interaction.

**2. NEP (National Education Policy) Implementation:** The institution will follow the guidelines of the NEP as per the directions of the University. As a first step all students from 2022-23 admitted batch are registered for ABC (academic bank of credits).

**3. Sustained Institutional Growth:** The institution is experiencing consistent and sustainable growth over time. This could encompass various aspects, infrastructure development, research output, faculty development, and overall reputation.

**4. Decentralization:** The institution's governance structure includes elements of decentralization, meaning that decision-making authority and responsibilities are distributed across different levels of the institution. This can lead to greater efficiency, autonomy, and adaptability in responding to various challenges and opportunities.

**5. Participation in Institutional Governance:** The members of the institution's community, including faculty, staff, and students, actively participate in the governance processes. Their input and feedback are sought, valued, and incorporated into decision-making, fostering a sense of inclusivity and ownership.

**College Development Committee:** In accordance with Maharashtra Public Universities Act, the College Development Committee is constituted. An office bearer or a director from the Governing Body/ Management is the Chairman of the CDC. Experts and peers from various fields are nominated on the CDC so that the principle of community engagement and participation is followed. The academia and experts from various other fields get an opportunity to work together. Some teachers and a member of non- teaching staff are also nominated or elected on the CDC.

**6. Short-term and Long-term Perspective Plans:** The institution has well-defined short-term and long-term perspective plans that outline its goals, strategies, and actions over specific timeframes. These plans are aligned with the institution's vision and mission and provide a roadmap for achieving its objectives.

Overall, the integration of vision and mission into institutional governance, along with the implementation of the NEP, sustained growth, decentralization, participatory governance, and strategic planning, signifies a comprehensive and holistic approach to institutional development and excellence. It indicates that the institution is committed to fulfilling its mission while adapting to changing circumstances and advancing its educational and organizational goals.

## 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:**

Management provides adequate teaching and non-teaching staff and takes responsibility for development of the college. It also provides general guidelines for quality policy in order to create conducive learning environment and presents the ethos of academic excellence.

Director & Principal are the head of the college and holds the ultimate responsibility for smooth functioning. He guides Heads of the Departments and faculty to prepare academic teaching plans, academic calendars, co-curricular, extra-curricular and cultural activities in the beginning of the academic year and implements all activities effectively. Principal forms various committees of faculty

members, students and non-teaching staff. He further maintains good relationships with the stakeholders for development of the college. In teaching learning process, faculty use ICT to keep the students in tune with the modern techniques.

**Affiliation and Administrative Setup:**

Our Institute is affiliated to the Savitribai Phule Pune University, Pune. So, we follow the statutory norms and guidance of SPP University, Pune in academic as well as administrative functional areas. University through its Local Enquiry Committee (LEC) conducts the inspection of Academic and Administrative procedures of the institution and submits the report to the university authorities. On the basis of positive AAA report university grants the continuation of affiliation for further academic session.

**Procedures for Appointment:**

Dattakala Shiksan Sanstha our parent trust, takes the information about vacant posts from Principal and as per the approved pattern from AICTE and DTE. This information is scrutinized by the management and by taking the permission of affiliating university and No Objection Certificate from university; the advertisement is given in newspaper of the vacant posts. Recruitment process is executed as per the rules and regulations of AICTE, DTE and UGC and State Government. Our management has tremendous trust and reputation in the society. Job security, prompt payment of salaries, transparency and parental care are distinctive aspects of our management which attract and retain faculty and other staff having desired qualifications, knowledge and skills.

**Institutional strategic/perspective plan:**

The faculty members give suggestions to these committees in the meeting and the suggestions are noted by Principal. Faculty in-charges, IQAC, Dean Academics and HODs finalize the perspective plan under Principal's guidance. Then the plan is discussed in the CDC meeting, where representatives of non-teaching and teaching staff and management give their suggestions. After discussions and modifications, the plan is approved and it works as the roadmap for future development of college.

**Human Resource Management**

Institute encourages the faculty to organize as well as attend various FDP, conferences, workshops etc. Employees are entitled to benefits like Casual leave. Service Book is maintained for every staff member .

**Following aspects are considered in the perspective plan mainly:**

1. Infrastructure and its development to meet the growing requirement.

2. Provision for the necessary resources for up-gradation of library and research facilities.

3. Training and development of staff and remedial program, competitive examinations coaching, skill development programs for the students.

4. Collaboration with industry-academic platforms to provide global exposure to students.

**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

## 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:**

**Encouragement for improvement of Academic Performance Indicator (API) for faculty:**

Faculty members are encouraged to improve their qualification, publication of research papers, participation in FDPs and training Programs to improve their API score.

**The Institute implements the following welfare measures for faculty and non-teaching staff.**

**Welfare Facilities for Teaching and Non-Teaching Staff:**

Our institute provides various welfare measures to ensure the well-being of its staff:

**Healthcare Benefits:** Free treatment is provided to all staff at Dattakala Ayurvedic Hospital, Swami-chincholi.

**Professional Development:** Opportunities for attending conferences, workshops, and seminars to enhance their teaching and research skills. Promotes and motivates the faculty to use ICT tools in their teaching-learning process.

**Employee Assistance Programs:** Support for personal and professional issues.
**Work-Life Balance:** Policies that promote work-life balance, such as flexible working hours or telecommuting options.

**Additional Responsibilities:** Staff may be given additional responsibilities, such as mentoring students or leading committees.

**Continuing Education:** The college may encourage staff to pursue further education or training to stay up-to-date in their field.

The Institute supports higher Education Like PhD to the staff by providing study leaves and permission to attend conferences by giving registration fees and other charges.

**Leadership Roles:** Eligible staff members may be considered for leadership roles within the college, such as department heads or deans.

The institute supporting the active and eligible staff for different key post of the administration Like NSS, Cultural Coordinator, SDO etc

**Collaboration:** Encouragement to collaborate with industry partners, which can open doors to external career opportunities.

Effective welfare measures for teaching staff are implemented through medical leave, duty leave, maternity leaves to female staff for six months, study leave for PhD, support to attend FDP such as Orientation programs and, short term courses, encouragement and support for pursuing higher studies (PhD) for the career development and progression of the teaching as well as non teaching staff, etc. Institute is providing Bus Transport Facilities for Teaching and Non teaching Staff.

**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:** 0.68

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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 0 |

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| Institutional data in the prescribed format | [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:** 60.42

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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 20      | 25      | 20      | 31      | 20      |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 9       | 9       | 9       | 9       | 9       |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [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:**

Institutional success often hinges on effective financial management, which includes resource mobilization, efficient allocation of funds, and maintaining financial transparency through audits. Below is a detailed breakdown of these key strategies and procedures:

**1. Resource Mobilization Strategies:**

The institution has devised comprehensive strategies for acquiring the necessary resources from diverse sources. These include:

- **Bank Loans:** Institute is raising the Funds Through Bank Loans.
- **Private Donors:** Attracting donations from private individuals and organizations dedicated to education.
- **Student Fees:** Ensuring fair and reasonable student fees contribute to the institution's financial stability.

These strategies aim to create a robust and varied funding base, vital for supporting the institution's activities and objectives.

**2. Optimal Resource Utilization:**

Efficient allocation of resources, particularly funds, is a top priority for the institution. This entails:

- **Strategic Planning:** Thoughtful and strategic resource allocation based on project needs, program development, and operational requirements.
- **Resource Maximization:** Ensuring funds are used to achieve the maximum impact and desired outcomes while minimizing waste and inefficiency.

The goal is to make the most of the available resources to enhance the institution's effectiveness and reach.

**3. Financial Audits:**

To maintain accountability, transparency, and compliance with financial standards, the institution conducts regular financial audits. These audits come in two forms:

**Internal Audits:** Carried out by the institution's own audit teams to scrutinize financial records and practices, ensuring accuracy and identifying areas for improvement.

**External Audits:** Conducted by independent Chartered Accountant audit firms to provide an impartial assessment of financial management, uncovering irregularities, if any, and assuring sound financial practices.

These audits serve as a critical component of responsible financial management.

**Resource Utilization Procedure:**

The institution follows a structured process for resource allocation and utilization:

**1. Planning:**

The Principal and the Accountant hold a faculty meeting to establish the annual budget. This budget includes expenses for various activities, including co-curricular and extracurricular events. Faculty members actively contribute suggestions for the college's development during these discussions.

**2. Budget Formulation:**

The annual budget is prepared and presented by the Principal to the College Development Committee (CDC) for approval. The administrative staff, under the Principal's guidance, consolidate the budget. The final budget is then submitted to the Management for their final approval.

**3. Allocation:**

The proposed budget is assessed, and funds are allocated according to the identified needs. If there are no discrepancies, the budget is approved, and funds are disbursed. Provisions are made for unforeseen

expenses or emergencies.

**4. Expenses:**

The allocated funds are judiciously utilized for various purposes, including classroom improvements, book and journal acquisitions, staff development, and maintenance activities. In the case of unplanned activities, such as seminars or conferences, faculty members must provide a detailed rationale, including supporting documents, to secure additional funds. Major expenses require prior approval from management members.

This structured process ensures prudent resource management, aligning expenditures with institutional objectives.

## 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) at our college plays a pivotal role in elevating and sustaining the quality of education. This dedicated body continually explores innovative teaching approaches, advises on infrastructure development, and recommends the introduction of self-financed courses. IQAC serves as a highly effective internal coordination and monitoring mechanism, working tirelessly to ensure our institution maintains its educational excellence.

The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. AQAR is displayed on Institute website and circulated among all the stakeholders in the Institute and strictly followed.

Academic review through periodical meetings.

**Key Roles of IQAC:**

**1.Quality Enhancement:** IQAC actively participates in efforts to improve and enhance the quality of our institution. It identifies areas for improvement and suggests measures to achieve them.

**2.Half-yearly Meetings:** Regular half-yearly meetings are held to strategize, guide, implement, and evaluate the teaching, co-curricular and extra-curricular activities in the college.

**3.Quality Culture:** IQAC strives to promote a culture of quality through initiatives and best practices.

**Notable IQAC Initiatives:**
*Significant improvements in quality have resulted from several key IQAC initiatives:*

**1.Strategic Planning:** IQAC leads the strategic planning of key areas and assigns responsibilities to ensure academic performance and results, student leadership training, soft skills development, placement assistance, faculty development, research activities, industry interaction, extension activities, sports, and collaborations.

**2.Monitoring and Mentoring:** IQAC oversees academic and administrative activities through periodic monitoring, academic inspections, and mentorship. Standardization and establishment of systems and procedures have been a priority.

**3.Continuous Improvement:** The institution continually improves through audits and compliance checks, following recommendations from the College Development Committee (CDC), Governing Body (GB), IQAC, and Student Council.

**4.Roles and Responsibilities:** IQAC has defined the roles and responsibilities of institutional portfolios, ensuring clarity and efficiency in operations.

**5.Academic and Administrative Systems:** Development and enhancement of academic and administrative systems for better management and service delivery.

**6.Skills Development:** Focus on enhancing presentation skills among faculty and staff, ensuring effective communication.

**7.Student Involvement:** Student Council actively participates in quality activities, fostering social awareness.

**8.Industry Collaboration:** Encouragement of industry participation in lab development and provision of internship opportunities.

**9.Student Development:** Implementation of a project-based learning approach, career guidance, competitive exam training, and communication skill development.

**10.Placement Support:** Organization of placement drives and induction programs, defining clear learning objectives for students.

**11.Team Building:** Promotion of team building and events to support quality initiatives.

**12.Student Support:** Special attention and remedial actions for slow learners, along with counseling and guidance services.

**13.Disciplined Activities:** Planning and execution of disciplined activities to enrich student experiences.

**14.Alumni Engagement:** Active involvement of alumni in various college activities.

Encouraged departments to organize in-house technical hands-on workshops, conferences, FDP's and expert talks for students in collaboration with industries. Encourage faculty to attend different Faculty

Development Programs, seminars, workshops, Quality improvement programs, and orientation workshops about teaching methodologies after curriculum revision.

The Institution has signed MOUs with different technical Industries, training institutes, construction industry, etc.

**6.5.2**

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

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

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

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

**7.1.1**

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

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

**Response:**

**Measures for the Promotion of Gender Equity:**

Admission process is carried out with utmost transparency, offering equal opportunity for students. DKGOI can proudly say that it is a "Ragging Free" Campus. The institution constituted the following committees to provide a conducive environment:

- Student Grievance Redressal Cell

- Women's Grievance Redressal Cell

- Anti-Ragging Committee

- Internal Complaint Committee

- Equal Opportunity Cell

- Psychological and Career Counseling.

**Various measures have been taken for promotion of gender equity and sensitization.**

**Co-curricular:** The College promotes gender sensitization through co-curricular activities like workshops, conferences, seminars, guest lectures, and counseling etc. Outreach programs for gender equity like Beti Bachao-Beti Padhao and Mehndi Rangoli. Also, we have conducting Garbha for ladies staff on occasion of Navratri.

**Facilities for Women in college campus**

- The College provides a safe and secure environment with CCTV surveillance throughout the campus. Security staff and Discipline Maintenance Committee enable safety for female students. Identity cards are made compulsory on college premises.For hosteller students we have designed separate lace color for identity cards for proper identification.

- A common room facility is available for girls.

- Washrooms are provided with sanitary napkin vending and disposal machines for the safe and hygienic disposal of sanitary napkins.

- The College has a Counseling center and mentoring system for students to take care of academic, emotional, social and cognitive development.

- Emergency Helpline Numbers are displayed.

**Activities conducted for safety and security on college campus**

- Gender Sensitization Workshops are organized through Women's Day celebration.

## 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

## 7.1.3

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

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

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

## 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:**

Students in the institution come from different castes, creeds and religions. However, the institute deliberately maintains the atmosphere of communal harmony and tolerance on the campus. The principle of social harmony is practiced in the organization through various activities like 'Constitution Day". The Indian Constitution has certain core values. They are expressed in various articles and provisions. The constitution ensures liberty, equality, fraternity, social justice and secularism for the all people of this country. These issues are deliberated to students through practicing advocates.

The college undertakes many activities for creating awareness about the constitutional obligations among the students.

- Teacher's interactions with students, formal or informal, play an important role in establishing the atmosphere of harmony and tolerance. Various activities, curricular or extension, also help in communicating the message of oneness or national integration.

- The college organizes various activities in the campus for inculcating values for being responsible citizens as reflected in the inclusive environment and Sensitization of students and employees to the constitutional obligations.Under the guidelines of AICTE we have celebrated the "Azadi ka Amrut Mahotsav".

Some of the events celebrated every year are as follows:-

Students and staff from diverse cultural, regional, religious, linguistic and socioeconomic backgrounds work together as a team in a cohesive and inclusive working environment.

- The Institute celebrates Independence Day on 15th August and Republic Day on 26th January every year. On these occasion, a programs comprising of speeches on national importance, patriotic songs and dances used to be organized with full patriotic enthusiasm.

- Various types of Pledge taking activities, as per Government directives, are also organized from time to time in the Institute.

- The Institute organizes Swachh Bharat Campaign for the awareness about Swachhata Abhiyan in the neighborhood.

- Road Safety Awareness Programs were conducted, where students took out rallies to educate society about the importance of helmets.

- Constitution Day is celebrated in DKGOI

- For every Local, Vidhan Sabha and Lok Sabha election holiday is given for the students and staff to cast their vote, as well awareness of voting is also spread in neighbor-hood.

## 7.2 Best Practices

**7.2.1**

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

**Response:**

**Best Practice – I**

**Title of the Practice :**Quality Circle

**Objectives of the Practice**

- To improve presentation and communication skills of faculties.
- Exchange knowledge and information amongst faculties.

**The Context**

In this activity faculties have to present any topic of their choice for 1 hour in front of the audience (Principal, and rest of faculties) in the form of ppts and using chalk and board. The activity is implemented to fulfill objectives such as-

- Transferring clear messages to the audience.
- Understanding the mindset of your audience.
- Engaging the audience.
- Organizing the information.
- Using body language effectively.
- Giving an enthusiastic speech.
- Answering questions.

Newly appointed fresh faculties get ideas about how to deliver lecture effectively.

**The Practice**

In this activity faculties have to give a presentation on any topic of their choice for one hour, in front of rest of faculties. The activity is implemented to fulfill objectives such as to improve presentation and communication skills of faculties, exchange knowledge and information amongst faculties.

**Evidence of Success**

By taking this activity the staff interdisciplinary knowledge is improved. This activity also helped the new joiners to improve the knowledge of lecture delivery, communication skill and presentation skill.

**Problems Encountered and Resources Required**

No problems are encountered.

**Best Practice – II**

**Title of the Practice:** Soft Skill Development for 360° development of Students

**Objective of the Practice:**

- To give each student a realistic perspective of work and work expectations.
- To develop communication skills and presentation skills.
- To inculcate the work culture, team spirit, sense of commitment and responsibility. To help formulate problem solving skills.
- To guide students in making appropriate and responsible decisions.
- To provide opportunity to move to higher education in future.
- To integrate relevant skills into the higher education system.

**Context:**

Skills and knowledge are the driving forces of economic growth and social development of a country. In rapidly growing economies like India with a vast and ever-increasing population, there is a severe shortage of highly-trained, quality skilled resources, while on the other; large sections of the population possess little or no job skills. Education should always be purposeful, growth oriented and productive. Along with academic qualifications the educational institutes are required to produce dynamic and enterprising youngsters capable of facing the changing times and taking on the toughest technical challenges.

**The Practice:**

Soft skills development program is an activity for 360°development of the students, creating necessary skills for enhancing employability as well as entrepreneurial abilities of students. The activity covers lectures, work-shops and demonstrations by experts. Therefore, the experts from various fields are invited to share their experiences, ideas and skill development techniques. This motivates students for their overall development. To provide education and skill based training of consistently high standards in the realm of higher education through innovative and versatile programs that will offer the most viable solution to the current and emerging needs of the students seeking opportunities for professional development in the crucial sectors of employment and entrepreneurship.

This activity is designed to help develop a person's communication skills, presentation skills, self-esteem, interview skills and many other life skills. It also helps to develop.

**The following contexts are designed.**

**Life Skills:**

- Health and Physical Fitness
- Communication Skills: Listening and Speaking Interview Skills
- Creating Effective Resume
- Ethics and Honesty Innovation and Creativity Emotional Intelligence.
- Leadership and Teamwork Problem Solving Skills
- Self-Awareness and SWOT Analysis

**Digital Literacy:**

- Basic Computer Skills.
- Introduction to Internet and Digital resources for education.
- Online platforms for learning and course available.
- Information / Cyber Security

**Evidence of Success:**

The Soft Skills Development programes have contributed significantly in developing the overall personality of the students. The student who underwent training in Soft skills has benefitted a lot from these training programmes. They got confidence to express themselves confidently. These students have shown leadership qualities by participating and conducting co-curricular and extension activities on the campus and outside the campus as well. These students also help the faculty in conducting workshops, seminars and other capacity building activities in the college. Several students participate in Various Innovative academic, cultural and sports activities as a result of the activities under soft skill development programme.

**Problems Encountered:**

- The lack of exposure to students as they are the first learners in their families.
- The rural students face the language problem as they speak local varieties of language at their home.
- The lack of confidence level in the students.
- Limited financial and infrastructure resources to conduct these activities.

**Resources Required:**

- Skill Development Center
- Computer laboratory/Language Laboratory
- Well trained Faculties Resource persons from various fields Seminar/Conference Halls with LCD and internet facilities

## 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 aims at vitalizing learning skills with a focus on futuristic demands, vitalizing the teaching learning process, ICT, Human Values, and functional relationships with all the stakeholders for the holistic development of the individual and society.
- The college also strives to create virtuous, meritorious personalities and to prepare professional

social workers, creative, and humane students to serve humanity by setting a commendable tradition of initiative and imagination.

- The college stands apart from all other colleges by placing greater emphasis on producing professional social workers by providing value-based education and enabling the students to face challenges in modern life.
- The college aims at instilling a sense of self-discipline and accountability among students and developing a respect for democratic, ethical, and moral values. The college provides the best amenities required for students to enhance their skills, Academics, and Extra-curricular activities and brings out the best in them.
- Guest lectures, social work practicum, industrial tour are organized throughout the year, by which students are exposed to the outside world and all recent developments and innovations.
- To bring out the concealed talents of the students every year the institution conducts Annual Cultural and Sports Day.
- The College has provided the best possible facilities in terms of infrastructure for teaching, learning and sports activities to make a student, complete in all dimensions.
- The college has full time highly experienced teaching faculties guiding young minds to become professional social workers.
- The college provides special learning facilities and encouragement to students from economically poor background students as in term of scholarships.
- The Classrooms, Library and Administrative office are highly conducitve to the overall academic environment.
- The college has grounds for outdoor games/ sports and indoor game rooms.


- In addition to above, the college has been accredited by NAAC 30th October 2017 with B grade.

# 5. CONCLUSION

## Additional Information :

The institute has a dream of creating a benchmark in imparting best education in a rural area. The institute aims to produce responsible citizens through extensive training and continuous all-around developmental activities.

We are committed to imbibe the true national spirit and ethical values and generate/reflect the same in the young generation to become responsible citizens of India. The Institute involves all stakeholders by organizing parent, alumni, and employer meetings. Stakeholders are invited to various committees either to contribute to Academic or Non-Academic issues to keep students upgraded with the latest happenings in respective fields. Faculty and staff also have representation on various committees where they contribute to decision-making. In a nutshell, the institute is working for the betterment of society by involving all of the stakeholders.

## Concluding Remarks :

Dattakala Group Of Institutions recognizes the paramount importance of achieving accreditation from the National Assessment and Accreditation Council (NAAC) to enhance the quality of both its academic and administrative endeavors. Throughout our journey, we have maintained unwavering commitment to upholding high standards in teaching, learning, and evaluation processes.

We pride ourselves on our transparent admission procedures, ensuring strict adherence to statutory regulations. Our commitment to diversity is evident in our student body, which represents a rich tapestry of society and geographical backgrounds. Our mission is to provide students with a holistic education, blending formal, informal, and practical training to empower their learning abilities.

Furthermore, we have consistently invested in sports and recreational facilities, underlining our dedication to nurturing the comprehensive development of every student.

This Self Study Report (SSR) marks the initial step towards securing NAAC accreditation, encompassing all aspects across various criteria. It serves as a testament to our commitment to elevating the quality of academics and administration within our institution. Dattakal Group Of Institution has continually striven to develop innovative strategies in response to the evolving landscape of legal education, with a keen focus on its societal implications.

Accreditation by NAAC not only fuels the creation of pioneering educational programs but also reinforces our moral compass. Our collective academic endeavors of the past years have propelled us toward our goals, imbuing us with a steadfast determination to realize the vision and mission of our college.

We cordially invite NAAC peer team to visit our Institute and evaluate, access for accreditation process.

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 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*<br><br>    Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website<br>    Answer After DVV Verification: C. Feedback collected and analysed<br>    Remark : As per the supporting documents |
| 3.3.1 | **Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**<br><br>    3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**<br>Answer before DVV Verification:<br><table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>81</td><td>70</td><td>57</td><td>82</td><td>60</td></tr></table><br>Answer After DVV Verification :<br><table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>76</td><td>32</td><td>29</td><td>4</td><td>0</td></tr></table> |
| 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**<br><br>    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**<br>Answer before DVV Verification:<br><table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>17</td><td>1</td><td>13</td><td>1</td><td>2</td></tr></table><br>Answer After DVV Verification :<br><table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>12</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> |
| 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.* |

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**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 13 | 3 | 14 | 13 | 14 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 9 | 3 | 12 | 11 | 13 |

| 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.*<br><br>Answer before DVV Verification : 30<br>Answer After DVV Verification :22 |
|-------|---|
| 4.1.2 | *Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*<br><br>4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**<br><br>Answer before DVV Verification:<br><br>{{TABLE1}}<br><br>Answer After DVV Verification :<br><br>{{TABLE2}} |
| 4.3.2 | **Student – Computer ratio (Data for the latest completed academic year)**<br><br>4.3.2.1. **Number of computers available for students usage during the latest completed academic year:**<br>Answer before DVV Verification : 223<br>Answer after DVV Verification: 41<br><br>Remark : Disregarding the computers bout in 2024 ; the same stock and challan number nos repeated for al the depts . HEI to recheck. |
| 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)* |

TABLE1:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 76.20 | 9.50 | 9.29 | 4.42 | 25.75 |

TABLE2:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 76.1 | 9.50 | 9.30 | 4.45 | 25.75 |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 92.59 | 4.01 | 72.80 | 42.24 | 73.89 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 49.96 | 3.3 | 52.46 | 19.63 | 44.90 |

| 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** |
| | Answer before DVV Verification : A. All of the above |
| | Answer After DVV Verification: B. 3 of the above |
| | Remark : As per the supporting documents provided by HEI |

| 5.2.2 | *Percentage of students qualifying in state/national/ international level examinations during the last five years* |
|-------|---|

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.)**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 7 | 11 | 13 | 8 | 7 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 7 | 11 | 13 | 7 | 7 |

| 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)** |
|-------|---|

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 13 | 0 | 12 | 11 | 9 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 9 | 0 | 6 | 3 | 2 |

| 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**<br><br>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**<br>Answer before DVV Verification: <br><br> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>20</td><td>25</td><td>20</td><td>31</td><td>20</td></tr></table> <br> Answer After DVV Verification : <br> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>1</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> <br> Remark : Excluding faculty with support of less than Rs 2000/- |
|-------|---|

| 6.5.2 | **Quality assurance initiatives of the institution include:**<br><br>1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**<br>2. **Academic and Administrative Audit (AAA) and follow-up action taken**<br>3. **Collaborative quality initiatives with other institution(s)**<br>4. **Participation in NIRF and other recognized rankings**<br>5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**<br><br>Answer before DVV Verification : A. Any 4 or more of the above<br>Answer After DVV Verification: B. Any 3 of the above<br>Remark : As per the supporting documents |
|-------|---|

| 7.1.2 | **The Institution has facilities and initiatives for**<br><br>1. **Alternate sources of energy and energy conservation measures**<br>2. **Management of the various types of degradable and nondegradable waste**<br>3. **Water conservation**<br>4. **Green campus initiatives** |
|-------|---|

5. **Disabled-friendly, barrier free environment**

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

## 2.Extended Profile Deviations

| ID | Extended Questions |
| --- | --- |
| 1.1 | **Number of teaching staff / full time teachers during the last five years (Without repeat count):**<br>Answer before DVV Verification :  63<br>Answer after DVV Verification : 61 |
| 1.2 | **Number of teaching staff / full time teachers year wise during the last five years**<br><br>Answer before DVV Verification: |

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 23 | 33 | 28 | 45 | 22 |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| --- | --- | --- | --- | --- |
| 23 | 33 | 26 | 43 | 22 |