YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	Dr. D. Y. Patil Institute of Engineering Management and Reserch, akurdi, Pune
• Name of the Head of the institution	Dr. Anupama V. Patil
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	9730043149
• Mobile No:	9923602495
• Registered e-mail	principal@dypiemr.ac.in
• Alternate e-mail	iqac@dypiemr.ac.in
• Address	D. Y. Patil Educational Complex, Pradhikaran, Akurdi, Sector 29, Nigadi, Pimpri Chinchwad, Maharashtra, 411044
• City/Town	Pune
• State/UT	Maharashtra
• Pin Code	411044
2.Institutional status	
• Type of Institution	Co-education
• Location	Urban

• Financial Status	**Self-financing**
• Name of the Affiliating University	**Savitribai Phule Pune University, Pune**
• Name of the IQAC Coordinator	**Dr. Manisha Bhende**
• Phone No.	**9730043149**
• Alternate phone No.	**02027656566**
• Mobile	**9860102682**
• IQAC e-mail address	**iqac@dypiemr.ac.in**
• Alternate e-mail address	**manisha.bhende@dypiemr.ac.in**
3.Website address (Web link of the AQAR (Previous Academic Year)	https://www.dypiemr.ac.in/images/NAAC/AQAR_19-20.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B++**	**2.92**	**2019**	**01/04/2019**	**31/03/2024**

6.Date of Establishment of IQAC	**15/03/2017**

7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
NIL	**NIL**	**NIL**	**NIL**	**NIL**

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**
• Upload latest notification of formation of IQAC	View File

9.No. of IQAC meetings held during the year	**3**	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	**Yes**	
• If No, please upload the minutes of the meeting(s) and Action Taken Report	<u>View File</u>	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**	
• If yes, mention the amount		

11.Significant contributions made by IQAC during the current year (maximum five bullets)

ISO 21001:2018 certified Advancement in laboratories of all department as per the SPPU revised curriculum Established labs for Artificial Intelligence department as per the requirement of the SPPU curriculum Improvement in activities under the Innovation and Incubation Cell Improved involvement of students and co curricular activities/ Competitions Organized various FDPs/STTPs/Workshops/ Guest lectures/seminar on recent trends and Technologies in respective fields

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
Nil	**Nil**
Nil	**Nil**
Nil	**Nil**
Nil	**Nil**
Nil	**Nil**

13.Whether the AQAR was placed before statutory body?	**Yes**	
• Name of the statutory body		

Name	Date of meeting(s)
College Development Committee	12/10/2021

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021	29/12/2021

Extended Profile

1. Programme

1.1 Number of courses offered by the institution across all programs during the year	6

File Description	Documents
Data Template	[View File]

2. Student

2.1 Number of students during the year	2641

File Description	Documents
Data Template	[View File]

2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	273

File Description	Documents
Data Template	[View File]

2.3 Number of outgoing/ final year students during the year	678

File Description	Documents
Data Template	[View File]

3.Academic	
3.1 Number of full time teachers during the year	**103**

File Description	Documents
Data Template	View File

3.2 Number of Sanctioned posts during the year	**103**

File Description	Documents
Data Template	View File

4.Institution	
4.1 Total number of Classrooms and Seminar halls	**27**
4.2 Total expenditure excluding salary during the year (INR in lakhs)	**17.95**
4.3 Total number of computers on campus for academic purposes	**563**

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

The institution has the mechanism for well-planned curriculum delivery and documentation. Explain in 500 words DYPIEMR is affiliated with Savitribai Phule Pune University (SPPU) and follows the syllabus prescribed by it. However, Institute plays a role in the development of the curriculum by participating in the proposal drafting and finalizing of the curriculum. Institute has a structured strategy plan and meticulously follows this for the effective implementation of the curriculum:

1. Based on the inputs from IQAC/AMC (Academic Monitoring Committee), Institute, and Department Academic Coordinators, HODs prepare the Academic Calendar for every semester in line with SPPU Calendar and is distributed to the timetable coordinator of all departments.

2. Based on the expertise and choice of faculty members the subject load is distributed and the teaching plans and course files are prepared. 3. Academic calendar is displayed on the notice board as well as on the Institute website.

4. Resource planning is done before the start of the semester and procurement of hardware, software, and consumables are done accordingly.

5. Faculty members are encouraged to participate in Orientation Workshops, FDPs to enhance teaching, training, and content development skills.

6. Course and Module coordinators plan and monitor the content delivery and course outcomes. They also identify the curriculum gaps and content beyond the syllabus and suggest measures to address them.

7. Reports of academic activities prepared by the faculty are audited by Departmental Academic Coordinators and Institute Academic coordinator.

8. Guest Lectures, Industrial visits, Workshops, etc. are organized to bridge curriculum gaps and to cover content beyond the syllabus.

Deployment action:

1. The faculty uses ERP to maintain records of attendance, lesson plans and to upload course material.

2. Institute conducts proficiency tests for FE students to identify slow and advanced learners. An action plan is prepared to help the slow learners to address the course pre-requisites.

3. The effective implementation of the curriculum is ensured by supplementing classroom teaching with expert lectures, in house and industry-supported projects to nurture innovativeness among students.

4. Assignments, tutorials, unit tests, online tests, mock orals,

and practicals are conducted to judge the understanding of the students.

5. Continuous assessment is carried out to assess the laboratory skills of the students and mid-term and end-term submission is done as a part of continuous evaluation.

6. Internal and external feedback of faculty is taken every semester to appreciate the efforts taken by the faculty, as well as to identify and suggest the areas of improvement.

7. Extra theory/practical classes are conducted for direct second-year students. Remedial classes are conducted for slow learners.

8. Guest faculty/Industry experts/ Industrial visits are invited/ arranged to deliver the lectures, seminars, and workshops for students to keep them updated about the industry trends and practical exposure.

9. In order to bridge the gap between student and teacher the Institute has adopted the Teacher Guardian scheme. Regular meetings are conducted with students to counsel them about their academic performance and personal difficulties. These are communicated to parents by means of letters/ SMS/Phone calls.

10. Institute and Department Academic Coordinators regularly monitor the academics.

File Description	Documents
Upload relevant supporting document	[View File](#)
Link for Additional information	Nil

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

1. DYPIEMR is affiliated to Savitribai Phule Pune University (SPPU) follows the Academic Calendar issued by the University at the beginning of the academic year. Clearly describes teaching, exam, semester break, and vacation schedule that is strictly followed by the college to ensure the smooth functioning and efficiency of its teaching and administrative processes. In the same context, the College also creates its own calendar of events and activities before the start of the

academic session and is communicated to everyone. For greater transparency, university and college academic calendars are posted on the college's website.

2. The Principal also conducts meetings with professors, teachers from different departments, and all staff, including non-teachers, to ensure that activities run smoothly as planned.

3. In order to conduct continuous internal evaluation, faculty members prepare their lesson plan, class tests, and assignments according to their assigned schedule as per academic calendar of SPPU and College

4. The evaluation criteria are informed well in advance to the students about submitting assignments, class tests, and final internal assessment marks. They are encouraged to seek advice from teachers during designated tutoring spaces or during teacher free time.

5. Project work, fieldwork, and program presentation and evaluation components are organized taking into account pre-established academic calendars.

6. After the End semester exam, a one-month break offered by Savitribai Phule Pune University is used for fieldwork, project work, industrial visits, and internships, etc. which form an integral part of CIE. This allows students to recover and improve their own domain through innovative learning methodologies.

Everything in the institution is geared towards providing transformative education in a structured manner to our students, with accessibility, comprehensibility, and transparency as our watchwords in this process

File Description	Documents
Upload relevant supporting documents	[View File](#)
Link for Additional information	Nil

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma	B. Any 3 of the above

Courses Assessment /evaluation process of the affiliating University	

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

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

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

6

File Description	Documents
Any additional information	View File
Minutes of relevant Academic Council/ BOS meetings	**No File Uploaded**
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

3

File Description	Documents
Any additional information	**No File Uploaded**
Brochure or any other document relating to Add on /Certificate programs	View File
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

154

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

128

File Description	Documents
Any additional information	**No File Uploaded**
Details of the students enrolled in Subjects related to certificate/Add-on programs	[View File](#)

1.3 - Curriculum Enrichment

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

Various cross-cutting issues are integrated into the curriculum of SPPU. The curriculum has incorporated environmental and sustainability issues through courses such as

Entrepreneurship Development, Industrial Safety and Environment Consciousness, Energy Audit and Management, Refrigeration and Air Conditioning, Road Safety, Innovations in engineering field/ Agriculture, Fire & Safety Technology, Basic Civil & Environmental Engineering, Hydrology and Water Resources Engineering, Environmental Engineering, Air Pollution and control, Green Building Technology, Environmental Studies, Smart Cities, Water Management, Green Computing, Energy Conservation In Chemical Process Industries.

Issues like Human Values and Professional Ethics are addressed in the curriculum through the following courses Computer Forensic and Cyber Applications

Cyber Security, Humanities and Social Sciences, Professional Ethics and Etiquettes, Emotional Intelligence Value, Education Intellectual Property Rights, Electronics in agriculture, Green Energy, Human Behavior, Renewable Energy Systems, Team Building, Leadership and Fitness, Environmental issues and Disaster Management, Solar & Wind Energy, Industrial Training Evaluation, Industrial Training Evaluation, Industrial Training Evaluation , Human Behavior , Speaking Effectively, Industrial Management and Entrepreneurship.

Though the issues of gender equality are not addressed through the SPPU curriculum, Institute strives hard to create and maintain an environment where students, faculty, and non-teaching staff can work together in an atmosphere free of gender violence, sexual

harassment, and gender discrimination. To sensitize the faculty, staff, and students about gender equality various programs are organized. For the holistic development of students, the Institute also conducts different activities to inculcate moral and ethical values, professional ethics, life skills, and gender equality. The Institute also strives hard to create and maintain an environment where students, teaching, and non-teaching staff can work together in an atmosphere free of gender violence, sexual harassment, and gender discrimination. As a social responsibility, the institution has adopted 2 children from the 'Nachiket Balagram' orphanage. Frequent visits are organized to the orphanage for the birthday celebrations of the children, and to create digital awareness the children from this orphanage are invited to the Institute to learn computers. The institution celebrates various National days like Yoga Day, Teachers day, Engineers day, Republic day, Independence Day to impregnate values about nationalism and integrity among the faculty and students.

File Description	Documents
Any additional information	**No File Uploaded**
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

19

File Description	Documents
Any additional information	**No File Uploaded**
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	**No File Uploaded**
MoU's with relevant organizations for these courses, if any	**No File Uploaded**
Number of courses that include experiential learning through project work/field work/internship (Data Template)	View File

1.3.3 - Number of students undertaking project work/field work/ internships

408

File Description	Documents
Any additional information	View File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni	**A. All of the above**

File Description	Documents
URL for stakeholder feedback report	View File
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	**No File Uploaded**
Any additional information(Upload)	**No File Uploaded**

1.4.2 - Feedback process of the Institution may be classified as follows	A. Feedback collected, analyzed and action taken and feedback available on website

File Description	Documents
Upload any additional information	No File Uploaded
URL for feedback report	http://download.dypiemr.ac.in/NAAC_2020_dypiemr/Criteria-1/1.4/1-4-2-Analysis.pdf

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment Number Number of students admitted during the year

2.1.1.1 - Number of sanctioned seats during the year

540

File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File

2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

273

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

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

Students from diverse academic backgrounds and abilities are admitted every year. In order to enhance the overall performance of

all the students, it is first necessary to assess their learning levels and identify slow and advanced learners. Special efforts are made by the Institute to track the performance of the students through various ways and means to help the slow learners to improve and the advanced learners to excel.

Learning levels of the students are assessed through the following means

1.Performance in qualifying and entrance examinations

2.Performance in the proficiency test on Physics, Chemistry, Mathematics, English and General

Aptitude conducted after the admission in the first year.

3.Analysis of the internal tests conducted by the Institute, laboratory work, continuous internal

evaluation, SPPU examinations in the previous year, etc.

4.Monitoring by Teacher-Guardian (TGs)

To improve the performance of slow learners the following measures are adopted

1.Remedial/Extra lectures

2.Individual attention

3.Regular counseling and mentoring by TGs

4.Assignments to boost their confidence and enhance self-learning skills

5.Communication to parents about the performance of their wards

6.Additional help in solving assignments and previous University question papers

The progress of advanced learners is monitored regularly and they are mentored to excel through the following means:

1.Regular counseling and additional guidance by the course faculty

2.Projects sponsored by Industry as well as internships in industry/research organizations

3.Platform to showcase their skills through the various activities in the Institute

4.Awards to toppers

5.Motivation to appear for competitive examinations like GATE, CAT, GRE, etc.

6.Encouragement/Guidance to publish research papers and to file patents

7.Guidance for higher studies and research

8.Add-on courses on latest technologies

9.Encouragement to register for NPTEL certification courses, project competitions like Avishkar, Hackathons etc.

File Description	Documents
Link for additional Information	http://download.dypiemr.ac.in/NAAC_2020_dypiemr/Criteria-2/2.2/2.2.1
Upload any additional information	View File

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

Number of Students	Number of Teachers
2641	103

File Description	Documents
Any additional information	View File

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

Over the years the teaching learning process has evolved to be more student-centric, participative and creative. At DYPIEMR, emphasis is to facilitate learning in the best possible manner by adopting

various teaching pedagogies. Student centered learning focuses on students' interests, abilities and learning styles making the teacher a facilitator of learning for individuals. The teaching learning process at DYPIEMR is directed towards implementing Outcome Based Education (OBE). All academic processes are designed and implemented towards attainment of students learning outcomes which are measured through direct and indirect means. Following techniques are used to make teaching learning process student centric: · Active learning: It is a form of learning in which the teacher/ faculty strives to involve students in the learning process more directly than other methods via Group discussions, Quiz using ICT tools, One minute paper, Virtual Laboratory, Role play. Industrial visits and Expert lectures by stalwarts from the Industry. To further facilitate the adoption and utility of modern pedagogy by the faculty members and students, online learning resources such as NPTEL, Online Journals and other E-resources are offered . The students' Association is very proactive in organizing varied events uniformly spread throughout the Academic Year, so that they emerge with their dormant talents both in their personal and professional lives. · Collaborative and Project based Learning: Research has shown that collaborative learning fosters better higher level thinking skills and deeper understanding of learning material. Final year project is a good example of collaborative and interactive learning. Students are encouraged to undertake projects sponsored by Industries and Research organizations such as DRDO, NCL etc. and to undergo In-plant training/ Internships during vacations. Various technical events such as project exhibition, model making, software development, circuit development etc. are organized for the students to showcase their technical skills. Students are also encouraged to participate in inter collegiate events. · Cooperative Learning: It is a fresh pedagogical approach which aims to embed class room activities into academic and social learning experiences, viz., think-pair-share, seminars, flipped class room etc. · Problem Based Learning: It is a student-centered pedagogy in which students learn about a subject through the experience of solving an open ended problem. In view of this, the Institute encourages students and faculty to participate in Avishkar competition, Hackathons, various state and national level competitions etc. The Institute also motivates students to participate in Go-kart and SAE SUPRA. · Experiential and Participative Learning: To enhance participative and experiential learning, the Institute organizes various workshops for students such as Electronics System Design, Internet of Things, Android App development etc. The Institute organizes "Smart City" model making competition and Project Exhibition for the students to enhance their experiential learning abilities.

File Description	Documents
Upload any additional information	[View File](#)
Link for additional information	Nil

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

The limitations of the traditional chalk and talk method of teaching are well known. OBE demands that teaching – learning process should enhance cognitive, affective and psychomotor domains of learning. Hence it is necessary to bring in innovation and creativity in the teaching-learning process to make it more engaging, active and participatory. In this context, technology in general and ICT in particular plays a very important role. Faculty members are encouraged to attend various faculty development programs to enhance their domain knowledge as well as to make them aware of the latest trends in education technology. They are also trained to use the various ICT tools for teaching-learning.

Some of the tools used to make the teaching-learning process more innovative and creative are as follows:

1.Effective use of various ICT tools

2.Use of simulation software models, animations and videos extensively in content delivery

3.Course material developed by the faculty is uploaded on Moodle, ERP Software, Google classroom etc. Videos by some of the faculty are also available on YouTube.There have been 1,23,627 views, 1177 likes and 67514 subsribers for these videos so far.

4.Blogs /websites are created by faculty members to share course material and other information with the students online.

5.NPTEL videos and course material are made available to the students and they are encouraged to use them.

6.Students and faculty are encouraged to enroll for NPTEL online courses. This year students and faculty members have enrolled for 1044 courses.

7.Institute has established the 'Virtusa Polaris-DYPIEMR Centre of

Excellence' to train the students in the latest technology. This has resulted in 35 students getting placed in Virtusa Polaris

8.To promote experiential learning, students undertake projects sponsored by industry and research Institute.

9.Project based learning is encouraged through mini projects, model making, participation in GoKart, Hackathons, etc.

10.Webinars on various topics are telecast for the students.

11.Various technical events are organized for the students to showcase their technical acumen and expertise.

12.Students with aptitude for research and development are motivated and encouraged to present their work in National/International Conferences/Seminars/Workshops and to publish it in National/International journals. They are also guided to file patents.

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	https://dypiemr.collpoll.com/#/home

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

2.3.3.1 - Number of mentors

94

File Description	Documents
Upload, number of students enrolled and full time teachers on roll.	View File
Circulars pertaining to assigning mentors to mentees	View File
mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers against sanctioned posts during the year

103

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	View File
Any additional information	**No File Uploaded**
List of the faculty members authenticated by the Head of HEI	View File

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

13

File Description	Documents
Any additional information	View File
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template)	View File

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

2.4.3.1 - Total experience of full-time teachers

103

File Description	Documents
Any additional information	**No File Uploaded**
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode.

Write description within 200 words.

In order to monitor the progress of students, the Institute has a transparent and robust continuous internal evaluation system in place. This consists of the assessment of the term work of the students which is done taking into consideration various factors.

For the First Year students an induction program is organized immediately after the conclusion of their admission procedure. During the induction program, parents along with their wards and FE students are invited for a detailed session on academics, co and extracurricular activities, assessment patterns, trainings, projects, the importance of attendance etc. for all the four years of their stay with us. Second Year, Third Year and Final Year students are informed about the mechanism of internal assessment at beginning of every semester.

Continuous internal assessment is done throughout the semester by subject teachers and the performance of students is communicated to the students and parents regularly. Continuous internal assessment sheets are maintained by the faculty and shown to the students as and when necessary. Marks obtained by the students in various tests are displayed on notice boards. Answer sheets of these tests are shown to the students and suggestions for improvement are given. Teacher Guardians monitor the performance of the students and discuss it with them during their meetings. Overall performance of students is also communicated to their parents by the concerned TGs as well as during Parent Teacher Meet.

Seminars and projects of the students are assessed by two/three reviews done by their guides throughout the semester. Carefully prepared rubrics are used to evaluate seminars and projects of the students. These rubrics are shared with the students' right at the outset of every Semester.

File Description	Documents
Any additional information	View File
Link for additional information	http://download.dypiemr.ac.in/NAAC_2020_dypiemr/Criteria-2/2.5/2.5.1

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

The Institute is affiliated to Savitribai Phule Pune University

(SPPU) and as such the examination system which is adhered to is as per SPPU norms. An Examination committee is framed every academic year and a College Examination Officer (CEO) is appointed along with a representative as a member to coordinate all SPPU examinations and also deal with students' grievances regarding examinations. The redressal of some of the grievances regarding SPPU examination is ensured through the following process.

- Examination form related grievances - Student profile related correction.

Solution- The online inward examination form system of SPPU has a portal for examination form filling and related grievances.

- Online Examination related grievances

Solution- A chat window is provided by SPPU to solve online related grievances of students in real time. The student can mark a particular question as invalid question which is passed to expert panel headed by Subject Chairman, and if student complaint is genuine the marks of subject is added to student result.

- Question paper related queries - misprint, data missing etc.

Solution- SPPU sends online correction on reporting issue by the student to the Institute through CEO.

- Result related grievances - Mistakes in Marks sheet printing.

Solution- Student need to report to the Institute and same is communicated to SPPU by Institute. The genuine cases are entertained by SPPU and necessary corrections are done in marks sheet.

- Photocopy of theory paper Answer sheet.

Solution: Student can apply for theory paper photocopy through SPPU website. After receiving students' application the necessary action is taken by SPPU in keeping with the student's application. University sends the scanned copy of the respective theory paper to the applicant via mail.

- Revaluation of theory paper answer sheet.

Solution- Student can apply for revaluation / rechecking through SPPU website. After receiving students application the necessary action will be taken by SPPU as per student application and if any change in given marks of said student after revaluation/ rechecking the new marks given to students and corrected mark sheet send to student through Institute.

Grievances related with internal examinations

The department examination cell is responsible to solve grievances of students related to internal

examinations. The cases are attended promptly on receipt of grievances from the students. Students contact department examination committee for any grievances of examinations. Students can also contact subject teacher for grievances on internal marks of any subject. As a result of this, transparency in the internal examination process is maintained which has resulted in minimum redressals or grievances of students.

File Description	Documents
Any additional information	[View File](#)
Link for additional information	http://download.dypiemr.ac.in/NAAC_2020_dypiemr/Criteria-2/2.5/2.5.2

2.6 - Student Performance and Learning Outcomes

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

Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) for all programs are well defined and are inline with the vision and mission of the Institute. COs are appropriately mapped to the POs and PSOs.

Faculties are familiar with POs, PSOs of the programs as they are involved in the PSO formation and mapping process of the college. Learning outcomes are being clearly stated by Institute, with the help of the following resources:

- Vision and Mission statements of Institute and departments, POs, PSOs are enclosed in the course file of each subject and course journals of each student.
- POs, PSOs & COs are uploaded for display on the Institute's

- website and Moodle.
- PSOs and POs are printed in the Newsletter of the departments.
- POs & PSOs are displayed on notice boards and display areas in each department.
- At the commencement of every semester, COs are communicated to students by the respective course faculty.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for Additional information	https://www.dypiemr.ac.in/
Upload COs for all courses (exemplars from Glossary)	View File

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

Each course outcome is mapped with the program outcome and program specific outcome. To meet these POs and PSOs, the curriculum is premeditated and designed by SPPU. The educational outcomes are designed, taking into account the presupposed approach, wherein they efficiently grant the evidence practically illustrating the degree to which program purposes and objectives are not being successfully attained, including achievement of appropriate skills and competencies by students. Course Outcomes are mapped with the Program Outcomes as well as Program Specific Outcomes. As a consequence, the attainment level is calculated for each course on the basis of the student's performance in the internal and external assessments. Furthermore, the realization of Program Outcomes (POs), Program Specific Outcomes (PSOs) is computed for every course through the medium of direct & indirect assessment tools.

Direct Assessment Tools:

The direct assessment tools are formulated to ensure the resourceful functioning of the embedded assessment procedure in order to utilize the existing student course work as both a grading instrument as well as data for assessing student learning objective. Embedded assessments are executed through the means of classroom-based or continuous assessments. Moreover, they are an ideal trajectory to assess individual student performance, the course, or the program and as the information is aggregate, they can be formative or summative, quantitative or qualitative. If embedded assessments are properly designed, the students are rendered capable to judge whether they are being taught or assessed as planned. In the course

of each semester the unit test/ assignments are conducted and questions of these examinations are mapped with the COs and on the other hand, the POs attainment is implemented through the assessment of each course's respective COs. The degree of assessment of the POs is evaluated based on the academic performance of each student. The Program Outcomes (POs) accomplishment is also evaluated by conducting mock practical, quizzes, seminars and projects. The average percentage of each course is considered to appraise the degree of attainment.

Indirect Assessment Tools:

The Course End Surveys, Alumni Survey and Feedback are collected from the various related stakeholders such as students, alumni, parents and employer and additionally, their analysis is carried out. Consequently, the module coordinator consolidates all the PO attainment determinants and factors from the courses & prepares the final report. This PO attainment is further presented in front of PAC (Program Assessment Committee) and then to IQAC (Internal Quality Assurance Cell). The Course End Survey is carried out through a questionnaire handed out to each student for each course and then calculates the percentage of the CO attainment. This analysis is compared with threshold values and attainment is categorized into three consecutive levels, viz. level 1, level 2 and level 3.

CO attainment:

Direct Attainment of CO = 30% of CO attainment in internal examination + 70 % of CO attainment in the external examination.

PO attainment:

Overall PO attainment = 0.8 x Direct attainment + 0.2 x Indirect attainment

File Description	Documents
Upload any additional information	[View File](#)
Paste link for Additional information	Nil

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the

year

678

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	No File Uploaded
Paste link for the annual report	http://download.dypiemr.ac.in/NAAC_2020_dypiemr/Criteria-2/2.6/2.6.2

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a weblink)

http://download.dypiemr.ac.in/NAAC_2020_dypiemr/Criteria-2/2.7

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 year (INR in Lakhs)

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

0

File Description	Documents
Any additional information	No File Uploaded
e-copies of the grant award letters for sponsored research projects /endowments	No File Uploaded
List of endowments / projects with details of grants(Data Template)	No File Uploaded

3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.2.1 - Number of departments having Research projects funded by government and non-

government agencies during the year

0

File Description	Documents
List of research projects and funding details (Data Template)	**No File Uploaded**
Any additional information	**No File Uploaded**
Supporting document from Funding Agency	**No File Uploaded**
Paste link to funding agency website	**Nil**

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

42

File Description	Documents
Report of the event	**No File Uploaded**
Any additional information	**No File Uploaded**
List of workshops/seminars during last 5 years (Data Template)	[View File](#)

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

11

File Description	Documents
Any additional information	[View File](#)
List of research papers by title, author, department, name and year of publication (Data Template)	[View File](#)

3.2.2 - Number of books and chapters in edited volumes/books published and papers published

in national/ international conference proceedings per teacher during the year

3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

10

File Description	Documents
Any additional information	View File
List books and chapters edited volumes/ books published (Data Template)	View File

3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

Conforming to its Vision, Mission and Core Values, DYPIEMR believes that students should ultimately become responsible citizens aware of their social responsibilities. Social activities help make a person as a responsible citizen with high moral and ethical values. For the holistic development of students, Institute sensitizes them about their social responsibilities by arranging different extension activities in the neighborhood community.

Pandamic have also affected the number of extension actives. Every year we conduct following activities

To create awareness about environment sustainability, activities such as, Swatch Bharat Abhiyan, Nirmal Vari, Tree Plantation etc. are conducted regularly. Institute is always keen to create awareness about the public cleanliness. To support this our student of Computer Student Association (COMPSA) cleaned the Ganesh Ghat after Ganesh Visarjan at Pawana River. Several students also worked as volunteers to monitor the traffic during the Visarjan procession.

Institute-Neighborhood Network is developed in association with nearby organizations to carry out various social welfare activities. Institute has adopted two children from Nachiket Balagram (an orphanage at Akurdi, Pune). Students and faculty of each department take turns in visiting Nachiket Balagram on regular basis and provide them with basic items of daily needs like food, fruits etc. DYPIEMR has a tie-up with Niramay Hospital Pvt Ltd. Chinchwad, Dr.Shrirang Gokhale has conducted many sessions for faculty and students on awareness about Dengue, Malaria, heart diseases etc.

Several social activities were carried out, such as, notebook distribution to the deprived students, blood donation camps, Candle march for Gujarat flood victims, donation for Kerala flood victims, organ donation camps, donation of water purifiers, blankets, mattresses to the Vruddhashram, etc. in association with organizations like charitable organizations and NGOs.

Each year International Yoga day is celebrated on 21st June to bring awareness about the health among the faculty and students. Department of Civil Engineering arranged a workshop on making eco-friendly Ganesh idols in association with Environment Conservation Association (ECA).

Student Welfare Cell actively works towards arranging various social activities, such as, 'Sanvidhan Pandharwada', 'Marathi Bhasha Din', 'Van Mahostav' etc. Institute has been approved by the Government of India as a training center under the "Pradhan Mantri Kaushal Vikas Yojana (PMKVY)" to train school and college dropouts to make them employable. DIGIDHAN program is conducted to help uneducated people to understand the digital transactions. Our house-keeping staff along with their families benefitted from this program.

File Description	Documents
Paste link for additional information	http://download.dypiemr.ac.in/NAAC_2020_dypiemr/Criteria-3/3.3/3.3.1.pdf
Upload any additional information	View File

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

02

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year(Data Template)	View File
e-copy of the award letters	View File

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

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

06

File Description	Documents
Reports of the event organized	View File
Any additional information	View File
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	View File

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

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

310

File Description	Documents
Report of the event	View File
Any additional information	View File
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.4 - Collaboration

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

86

File Description	Documents
e-copies of linkage related Document	View File
Details of linkages with institutions/industries for internship (Data Template)	View File
Any additional information	View File

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

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

04

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	View File
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

DYPIEMR offers a Bachelor of Engineering course in Mechanical Engineering, Computer Engineering, Electronics and Telecommunication, Civil Engineering, and Chemical Engineering. Being a premier Institute, DYPIEMR elevates an exceptionally modern and state-of-the-art infrastructure that goes a long way in facilitating fleckless services for their students as well as the staff members. An exquisitely planned infrastructure with well-furnished, breezy, and lustrous Classrooms, Tutorial rooms, and Computer laboratories is available. The Spacious Computer center is having computers and peripherals with all the latest configurations and high-end servers. In addition, a language lab with software such as ILT software and Clarity English Success software is also

available. Seminar halls with ICT/AV aids and air conditioning add value to the existing infrastructure.

To develop a functionally suitable and conducive environment for students and staff for academic purposes, classrooms are equipped with multimedia teaching aids. Institute has a spacious and well-furnished library with a reading room, digital library, reprography, e-journals, and printed journals.

Institute has functionally and conveniently designed Training & Placement cell, Examination control rooms, well-maintained lawn, and garden, lift, ramp and special restrooms facilities for differently able, CCTV surveillance at all strategic locations, generator (125 KVA) and four UPS of total capacity 80 KVA, sewage treatment plant, water purifiers, and canteen and sanitation facility.

Amenities and facilities comprise Wi-Fi internet connectivity, Students Activity Center, rooms for cultural activities, indoor and outdoor sports facilities, amphitheater, common auditorium with large seating capacity and audio-video facility, girls and boys common rooms. Separate hostels for boys and girls are available with facilities like mess, TV room, Reading room, Wi-Fi, games, and sports facility, medical facility, and first aid room. Availability of doctor on call and campus vehicle for emergency endows warm hood for students. Institute transcends the boundaries of time and location to provide a perpetual learning environment for all by ensuring periodic and preventive maintenance.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

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

Institute has 4.5 acres of playground for outdoor games such as Cricket, Basketball, Volleyball, Football and other activities. Students are provided with the necessary sports equipment. The Sports ground is maintained regularly, especially during the execution of the annual events. Institute encourages students to participate in zonal, inter-zonal, inter-state/national level competitions.

The space for Indoor games such as Chess, Table Tennis, and Carom, etc. is available for students. Students are encouraged to participate in intercollegiate and University level sports events.

The girls' hostel has a well-equipped gymnasium for the inmates.

Open space is available at different locations for the promotion of Yoga and meditation events.

For cultural events, a spacious amphitheater, open-air theatre with good landscaping and ample seating capacity, well-equipped Auditoriums & seminar halls with audiovisual aids are available.

Academic year 2020-21 is affected by COVID-19 pandemic and all over India , teaching-learning is conducted online.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil

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

27

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

27

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	Nil
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure, excluding salary for infrastructure augmentation during the year (INR in Lakhs)

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in

lakhs)

7.78

File Description	Documents
Upload any additional information	**No File Uploaded**
Upload audited utilization statements	View File
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.2 - Library as a Learning Resource

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

Library is an entity that has to be appreciated by the patrons due to its efficient functioning. To effectively function, the library in DYPIEMR is well equipped with 12860 books comprising of Textbooks, Reference books, and general books. In addition, Journals, Technical Magazines, newspapers, CDs, etc. are also available. The library also has subscriptions to the National Digital Library, DELNET, SPPU- Jaykar Library, e-journal facility, subscriptions to various journals, availability of downloaded e-books, etc.

An Integrated Library Management System (ILMS) is an Enterprise Resource Planning system for a library, used to manage different functions of the library.

Institute uses e-Granthalaya 3.0 for library automation. It uses MS SQL Server 2005 and also supports data entry in local languages. The e-Granthalaya Software has the following modules:

1. Circulation (lending materials to patrons and receiving them back): This module is made to issue/return/renew the books.
2. Setting: This module generates the barcodes, listing of books (by authors, publishers,), etc. There is a provision for immediate confirmation of library transactions through the email and message alert facility.
3. Library web OPAC on Intranet: http://11.0.13.118/OPAC/ Online Public Access Catalogue is a catalog consisting of a collection of bibliographic records in the machine-readable form maintained on a dedicated computer that provides uninterrupted interactive access via terminals or work

stations indirect, continuous communication with the central computer. OPAC is searchable by author, title, subject headings, and keywords.

Institute Library is using social media platforms for information dissemination like Library blog https://dypiemrlibrary.blogspot.com/.

Library has 601 NPTEL video courses available on link http://192.168.25.251/

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	https://www.dypiemr.ac.in/infrastructure/library

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources	A. Any 4 or more of the above

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

4.2.3 - Expenditure for purchase of books/e-books and subscription to journals/e- journals during the year (INR in Lakhs)

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

2.09

File Description	Documents
Any additional information	View File
Audited statements of accounts	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

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

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

9

File Description	Documents
Any additional information	View File
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

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

The Institute has the following IT facilities that are frequently updated to cater to the demands of rapidly changing technology.

Application Software: Application software's like Auto CAD, MS Office, Quick heal, Xilinx logic, CATIA v5-R23, ANSYS v16, Gram++, Android studio, MATLAB, Automation Studio, Mastercam etc.

System software: System Software like Windows, Linux, Ubuntu etc. are available at Institute level. Server: Examination server, virtual Lab server , Moodle Server, Oracle Server ,DHCP server, Windows server etc. are available for smooth conduction of various activities such as online examinations, workshops, and hands on sessions to bridge the gap between industry and academia.

Server: Examination server, virtual Lab server , Moodle Server, Oracle Server ,DHCP server, Windows server etc. are available for smooth conduction of various activities such as online examinations, workshops, and hands on sessions to bridge the gap between industry and academia.

ERP:-The Institute has cloud-based ERP system, Collpoll, which is

used for academic and Administrative activities like attendance monitoring, SMS notifications to students and parents, conduction of Mock/Online examinations etc. This ERP software has different modules for managing the entire Institute system.

Internet Connectivity and Wi-Fi: The Institute has massive network of 563 computers with 63 Mbps Internet connectivity and Wi-Fi facility with 10 access points to fulfill the academic and research needs. Centralized firewall Cyber roam is used for network monitoring, bandwidth management and Internet security. 63-Mbps P2P (1:1 OFC) connectivity from GAZON Tech Provider communication is used.

The Institute has centralized Management system in order to support the IT infrastructure and services. Faculty members have provided with the computer and Internet connection at their respective locations. Each Computer laboratories has Internet connection for faculties and students for their academic purpose. For uninterrupted computing back up is available.

LAN facility: 3-Layer Switching (Core, Distributed and Access) network is available for the entire campus. Core layer switches in the buildings have been connected with the Optical Fiber Network.

File Description	Documents
Upload any additional information	No File Uploaded
Paste link for additional information	https://dypiemr.collpoll.com/#/home

4.3.2 - Number of Computers

563

File Description	Documents
Upload any additional information	View File
Student – computer ratio	View File

4.3.3 - Bandwidth of internet connection in the Institution	A. ? 50MBPS

File Description	Documents
Upload any additional Information	**No File Uploaded**
Details of available bandwidth of internet connection in the Institution	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the year (INR in Lakhs)

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

8.08

File Description	Documents
Upload any additional information	**No File Uploaded**
Audited statements of accounts.	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View File

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

The Institute adopts standard established systems and procedures for maintaining the physical, academic and support facilities. There are Institute level committees that look after the various aspects of the utilization and maintenance of the physical, academic and support facilities.

1. **General civil maintenance and upkeep of civil infrastructure is carried out at the campus level. Minor maintenance of furniture items and metal fixtures is carried out by the workshop department and the minor electrical maintenance is looked after by the Electrical Maintenance coordinator and his team.**
2. **The maintenance of water coolers, Air conditioners, and fire extinguishers in the Institute is carried by external agencies through an annual maintenance contract.**
3. **Sports ground is maintained regularly, especially during the**

execution of the annual events.
4. Security of the Campus is assigned to an external agency.
5. The canteen committee monitors hygiene and the quality of food regularly.
6. Emergency exits and firefighting system are provided to counter situations like fire hazards and natural calamities.
7. Maintenance of the campus garden is looked after by the gardeners.
8. The maintenance and housekeeping of the classrooms, laboratories, library, and the Institute as a whole are taken care of by external agency and non-teaching staff.
9. Repair and Maintenance of laboratory equipment's/instruments are initiated by the respective Laboratory In-charge as and when required. The purchase committee handles the repair/maintenance/calibration request appropriately. As a part of the regular practice laboratory in charge, along with the laboratory assistant, ensures proper working of all equipment at the beginning of each semester.
10. The classrooms, laboratories, seminar halls, and library facilities are utilized regularly by the students for the learning process and timetables indicate the regular utilization of the respective facilities.
11. All the computer-related facilities including hardware, computer peripherals, UPS, and generator are maintained by lab assistants and electricians of the Institute.
12. Anti-virus software is purchased and is renewed annually for the smooth working of all the computers in the Institute.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	Nil

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

2146

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	View File
Upload any additional information	**No File Uploaded**
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

2

File Description	Documents
Upload any additional information	View File
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills	**A. All of the above**

File Description	Documents
Link to institutional website	https://www.dypiemr.ac.in/
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

204

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

204

File Description	Documents
Any additional information	View File
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	**A. All of the above**

File Description	Documents
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View File
Upload any additional information	**No File Uploaded**
Details of student grievances including sexual harassment and ragging cases	View File

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

357

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

15

File Description	Documents
Upload supporting data for student/alumni	View File
Any additional information	**No File Uploaded**
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

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

20

File Description	Documents
Upload supporting data for the same	View File
Any additional information	View File

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 year

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

3

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

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

The Student Council is formed in the institution every year for the participation of students in academic and administrative bodies/committees. The Institute has an active students' council comprising of General Secretary, Sports Secretary and Cultural Secretary. The Principal is Head of this council and one faculty member is appointed as the Student Development Officer. The council provides a platform to the students to plan, execute and express their views for various student activities like "Mrudang, Kurukshetra and College Magazine- Kaleidoscope" for the overall development of the students as well as the institution. This also helps in building up leadership qualities and teamwork.

Through this council the students can participate in many extra-curricular and co-curricular activities like

expert talks, quiz competitions, group discussions, debates, robo racing competition, robo war, CAD war, project exhibition, coding competition, model exhibition, etc. for their holistic development.

    The Institute has following bodies on which the students have their representation.

Academic Bodies

- ISTE (Indian Society for Technical Education Students Chapter)
- NSS (National Social Service)
- CSI (Computer Society of India Students Chapter)

- COMPSA (Computer Engineering Students Association)
- ACM (Association of Computing Machinery Students Chapter)
- MESA (Mechanical Engineering Students Association)
- CESA (Civil Engineering Students Association)
- IE (Institution of Engineers Students Chapter)
- IIChE (Indian Institute of Chemical Engineers Students Chapter)

Administrative Bodies

- Internal Quality Assurance Cell: Function of this cell is to plan, guide and monitor quality assurance and quality enhancement in all the academic activities.
- Anti – Ragging Committee: To prevent ragging within campus premises and create awareness amongst students about consequences of harassment and ragging on the students.
- Cultural and Social Committee: This committee plans and organizes cultural and social activities at institute level.
- Alumni Association: It has been formed to strengthen the bond between alumni and Institute and thus contribute for the overall progress of the institute.
- General Grievance Cell: This cell takes into consideration general grievances of the students and to take proper action regarding their issues.
- Magazine Committee: This committee gives an opportunity to the students to showcase their talents such as sketching, painting, poetry, writing, etc. This exercise assimilates societal values in students.
- Student Development Cell: This cell gives an opportunity to poor and needy students to work in the Institute for which they are paid according to the norms set by University.
- Student Council: It Acts as Moderator between the students of all the departments. It looks after the needs and requirements of students and to communicate the same to the faculty advisors.
- Internal Complaint Committee: To provide moral support to the students to raise their grievance, if any to bring transparency in the process.
- College Development Committee: This committee is formed to contribute to the overall development of the Institute.

Students Club: Institute has clubs like Rotaract, Astronomy, Arts Circle, Cyber Security and Environmental Club.

File Description	Documents
Paste link for additional information	https://www.dypiemr.ac.in/
Upload any additional information	**No File Uploaded**

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

01

File Description	Documents
Report of the event	**No File Uploaded**
Upload any additional information	**No File Uploaded**
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	View File

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

The Alumni Association was formed on 27/12/2017 (Registration number MH/1855/2017/Pune) to create mutually beneficial lifelong relationships between DYPIEMR and its alumni. It is registered under the Societies Registration Act 1860 and as per the jurisdiction of Pune Region. The alumni association is formed with the following objectives in mind.

- **To foster the bonds between the Alumni and the Institute.**
- **To extend help to the students of the Institute through alumni for placement and industrial training.**
- **To act as a bridge between Institute and the industries for interaction on new developments in different disciplines of engineering.**
- **To assist the Institute to promote R & D activities, testing**

and consultancy.
- To extend help to the Institute authorities in every possible way for overall progress of the institution.

Through these offerings we hope to keep the alumni connected to DYPIEMR family and part of a legacy of engineering excellence at DYPIEMR and also to interact with the alumni in several events in the near future. Alumni Association plans to share experience of alumni by means of guest lectures and training program.

File Description	Documents
Paste link for additional information	https://www.dypiemr.ac.in/Alumni/alumni-information
Upload any additional information	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)	E. <1Lakhs

File Description	Documents
Upload any additional information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Response: Vision of the Institute To strive for excellence by providing quality technical education and facilitate research for the welfare of society. Mission of the Institute 1.To educate students with strong fundamentals by providing conducive environment. 2.To inculcate research with creativity and innovation. 3.To promote industry-institute collaboration and prepare students for lifelong learning in context of technological change. 4.To strengthen leadership, team-work, professional and communication skills and ethical standards. The Institute is able to witness progressive growth due to its efficient governance, effective leadership and supportive management. The management of the institute fosters zeal and untiring efforts for the creation of conducive environment for teaching, learning and overall development of students to achieve vision and mission of the institute. The vision and mission of the Institute have been framed to make the

Institution the most encouraging and promising place to achieve technical excellence. Institution believes in striving for academic excellence, industry-institute interactions, professional competence and social welfare. Institute is functioning proactively to provide a professional environment to the students in terms of industry oriented training, personality development, quality technical education, project based learning, sports, cultural and social activities. Also, Institute provides a platform for arranging various co-curricular and Extra-curricular activities to strengthen leadership skills, teamwork as well as to create technical competence and social awareness in students. The management of the Institute which comprises Governing Body (GB), Local Management Committee (LMC) /College Development Committee (CDC),Department Advisory Boards (DAB) and Internal Quality Assurance Cell (IQAC), plays a very important role in the design and implementation of policies and plans for the Institute. To achieve the vision and mission, policies and action plans are developed & executed by the Principal with the involvement of all stakeholders. The decisions and policies to improve academic activities are reviewed and effectively implemented through participation of faculty, staff and students. Policies and action plans for the Institute are framed through deliberations with the GB & LMC / CDC and other stakeholders. As per the inputs of the LMC / CDC, the GB finalizes the course of actions for implementations of the plans for fulfilment of stated mission. The Principal, Heads of Departments and faculty members interact regularly with stakeholders through induction programs, parents' meets, alumni meets, and industry-institute interaction meets. These deliberations are treated as confidence boosters to propagate quality policies, action plans and future projections of the Institute.

File Description	Documents
Paste link for additional information	https://assessmentonline.naac.gov.in/storage/app/hei/SSR/100181/6.1.1_1542344386_2097.pdf
Upload any additional information	View File

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

Response: Participative Management is ensured at all operational levels i.e. GB, LMC / CDC, IQAC, various committees&cells etc. through representation of stakeholders. Inputs from faculty,

students and all stake holders are considered for policy & decision making and its implementation at department and Institute level. The departments are encouraged to arrange various activities for the benefit of students and faculty, and all necessary resources are provided to conduct such activities. The functioning of the Institute is monitored at three levels as follows: 1. Dr. D.Y.Patil Prathisthan: The management of the Institute rests with its GB, whose members, are appointed in accordance with the guidelines provided by AICTE. LMC / CDC is formed in accordance with the guidelines by SPPU.The resolutions made in the GB and LMC / CDC meetings related to the policies and plans are communicated to the Institute. 2. Institute - Principal is the academic and administrative head of the Institute and the Member Secretary of the GB, LMC/CDC and chairman of IQAC. IQAC receives policy guidelines from GB and LMC/CDC as well as inputs from various stakeholders and prepares action plans for quality enhancement in line with the vision and mission of the Institute. 3. Department-The Head of Department is responsible for the day-to-day management of the department and reports directly to the Principal. Every department has its own DAB and quality initiatives suggested by its members are forwarded to IQAC for further course of action. Case Study of Decentralization and Participative Management : In the meeting of LMC dated 20/6/2014, it was recommended by the members of LMC that a Training & Placement (T&P) Cell should be established and a Training & Placement Officer (TPO) should be appointed. This proposal was ratified by the GB in its meeting dated 28/6/2014. As a consequence of this decision, T&P Cell was established and a TPO was appointed. T&P Cell of the institute works in tandem with that of the campus which is headed by the Dean, Campus Placements. TPOs of all institutes in the campus represent their institutes in the T&P Cell of the campus. Common training needs are identified and placement strategies are finalized by the campus level cell. At the institute level , all departments are represented in the T&P Cell by the HoDs' & department coordinators. Students , being the most important stakeholders, are also given representation in the institute T&P Cell. The basic responsibility of the T&P Cell is to arrange and coordinate employment enhancement programs as well as campus placement drives. To achieve this objective , T&P Cell gets inputs from stakeholders and in consultation with the Departments, different training programs & Add-On Courses in technical and soft skills domains are organized. Due to the democratic functioning and allinclusive approach of the T&P Cell, DYPIEMR has established itself as a preferred destination for recruiters in a short span of six years resulting in good placements over the last three years.

File Description	Documents
Paste link for additional information	https://assessmentonline.naac.gov.in/storage/app/hei/SSR/100181/6.1.2_1542344402_2097.pdf
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

Response: In line with the targets set in the strategic plan of the Institute, GB and LMC had suggested to strengthen linkages with industries and educational institutes of repute and also to provide add-on and soft skill training to the students to enhance their employability potential. Institute has a very well-established Training & Placement Cell and an Industry-Institute Partnership Cell (IIPC). These cells work in tandem and cater to training and placement needs as well as to strengthen industry collaborations. T&P Cell plays a crucial role in grooming students for campus placements and in motivating them to go for higher studies. Professional trainings and add on programs for the students to help them in writing resume, facing interviews, improving their soft skills and technical competence are organized by the T&P Cell. Japanese language training provided under the TCS Hikari Programme presents excellent opportunities to the students to get employed in leading MNCs like TCS. T&P Cell also prepares students for the Barclay's training Program, TCS testimony, Code-Vita platform etc. As a measure of quality improvement as well as to bridge the gap between academia and industry, DYPIEMR has established an Industry-Institute Partnership Cell (IIPC). IIPC strives to enhance industry interaction and bridge the gap between academia and corporate world by arranging activities like industry visits, internships, sponsored projects, external project evaluation etc. Valuable inputs are obtained from industry experts that help in aligning academic activities with the trends in the industry. Students are encouraged to work in industries as interns during vacations and also to take up industry sponsored projects. Meticulous planning and painstaking efforts put in by the T&P Cell and IIPC, have shown encouraging results and DYPIEMR has made its mark in the field of technical education over a short span of six years. Decent placement statistics and number of linkages established are a testimony to the hard work of these cells. 733 students have been placed in the last three years and the placement process is still on. Institute has

established linkages with more than 200 industries & organizations and has signed 58 MOUs resulting in more than 400 internships and 70 sponsored projects. The Centre of Excellence established in collaboration with Virtusa has led to placements of 35 students. This center has also been rewarded as the BEST Centre of Excellence by Virtusa..

File Description	Documents
Strategic Plan and deployment documents on the website	No File Uploaded
Paste link for additional information	https://www.dypiemr.ac.in/download
Upload any additional information	No File Uploaded

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

Response: The Institute has a well-established organizational structure to facilitate smooth functioning of academics and administrative processes. Various bodies/cells are formed for effective as well as efficient performance of the Institute. The Governing Body is the highest decision making authority consisting of members of the management, Principal, Nominees of AICTE, DTE & University, experts from industry & education and nominated faculty members. College Development Committee (formerly LMC) includes representatives of Management, Teaching and non-teaching staff, stakeholder representatives from industry and society. Principal is the Member Secretary of CDC. IQAC has been constituted as per the guidelines of NAAC. To deal with grievances, the Institute has formed various bodies such as Internal Complaints Committee, Anti-ragging Committee, SC-ST & OBC Cell, General Grievance Cell, etc. as per the norms laid down by different statutory bodies. Every department has its own Department Advisory Board (DAB). It comprises representatives from industry, academia, alumni, students, parents and faculty. The Head of the Department is the Member Secretary of DAB. Principal, Heads of the Departments, section in-charges and co-ordinators of various committees have adequate participation in making decisions in academic and administrative matters. Qualifications, pay scales and other service conditions are as per the norms laid down by AICTE/Government of Maharashtra/SPPU adopted by Dr.D.Y.PatilPrathisthan, Akurdi.

File Description	Documents
Paste link for additional information	**Nil**
Link to Organogram of the Institution webpage	https://www.dypiemr.ac.in/governance/organogram
Upload any additional information	View File

6.2.3 - Implementation of e-governance in areas of operation Administration Finance and Accounts Student Admission and Support Examination	**A. All of the above**

File Description	Documents
ERP (Enterprise Resource Planning)Document	View File
Screen shots of user interfaces	View File
Any additional information	**No File Uploaded**
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View File

6.3 - Faculty Empowerment Strategies

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

Response: Management of DYPIEMR realizes that faculty and supporting staff are the backbone of the Institute. Hence, in addition to timely payment of salary as per norms, following welfare schemes are implemented.

· 50% Fee Concession to the wards of teaching and non-teaching staff members of the Institute

Special leaves to employees on their birthdays (for unmarried) and marriage anniversaries

· Paid leave for qualification improvement to the employees

· Provident Fund scheme for the employees · Gratuity scheme for employees

• **On duty leaves to the faculty members for attending as well as participating in conferences and seminars.**

• **Maternity leave for women employees**

• **Group insurance of employees**

.In addition to this the management proactively participates in organizing picnics for all employees in places like Prathamesh farm, Chinmay Vibhutee Ashram etc.

File Description	Documents
Paste link for additional information	**Nil**
Upload any additional information	[View File](#)

6.3.2 - Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies during the year

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

1

File Description	Documents
Upload any additional information	**No File Uploaded**
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	[View File](#)

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

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

1

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	**No File Uploaded**
Reports of Academic Staff College or similar centers	**No File Uploaded**
Upload any additional information	**No File Uploaded**
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

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

130

File Description	Documents
IQAC report summary	View File
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	**No File Uploaded**
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

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

Response:

A carefully designed performance appraisal system has been implemented at the Institute level. It consists of self-appraisal and appraisal by the Central Appraisal Committee (CAC). The performance of the employees is assessed annually on various

parameters to ensure that information on multiple activities undertaken by them is appropriately captured. The information includes Part-A: Teaching-Learning Performance: This section includes syllabus completion, attendance of students, projects guided, exam result of courses taught, feedback from students, and teaching-learning methodologies adopted. Part-B: Institute/ Departmental Performance: This section includes the role of Teacher Guardian along with impact analysis, contribution to the department, Institute, and campus level, Workshop/STTP/FDP organized by faculties, sponsored research project, consultancy, and faculty contribution in the establishment of different centers. Part-C: Self Development: This section includes patent registration, books published, research papers published by faculties in National/International journals, value-added courses like FDP/Workshop/certification courses /STTP attended, etc., participation in Intercollegiate/University activities. Part-D: Official Conduct In this section, HOD gives the remark based on the self-motivation, punctuality, Target based work, Involvement, and pro-activeness of the teaching staff. Performance appraisal forms are submitted by each faculty after every academic year for evaluation. The outcome of the performance appraisal is that each faculty member becomes aware of their weaknesses and tries to improve so that they can perform better. Appreciation letters are awarded to the faculty members for superlative performance. Suggestions are given and help is provided to those who need improvement in their performance. Performance Appraisal System for non-teaching staff is reviewed based on performance factors like attendance, job knowledge, and skills, honesty, character, and length of service under authority. The system is transparent and the appraisal with comments of the Head of the Department is then analyzed by the Principal.

File Description	Documents
Paste link for additional information	https://assessmentonline.naac.gov.in/storage/app/hei/SSR/100181/6.3.5_1542345921_2097.pdf
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

Response: DYPIEMR maintains high transparency in all financial transactions. All expenses are done in accordance with well-defined procedures laid down by the Management. Every year Institute budget is prepared and submitted to the management for sanction. All expenses incurred are as per the provisions in the budget. The institute has conventional well known mechanisms for conducting internal and external audits for every financial year to confirm financial compliance. Financial audit is carried out twice a year, in the month of October/ November for the period of April to September and in the month of April / May for the period of October to March. An internal approval system for all expenses is in place. Accordingly bills / vouchers are recommended for payment by the Heads of the Departments, Section In-charges and are approved by the Principal. Standard accounting procedures are followed by the Accounts Department and proper records are maintained. Internal audit is carried out by the team headed by the Registrar. The purpose of internal audit is to review the implementation of sanctioned budget, fees received, overall expenses, outstanding receivables and payments etc. External auditors are appointed by the management to carry out the financial audit. External audit is carried out once in a year. Last financial audit was carried out in July/August 2018. No major audit objections were found in the audit report since the Institute follows a good system of internal controls like calling for quotations, preparing comparative statements for purchases, preparation of purchase orders and approval notes. No expenses are allowed without proper approval or sanction from the authorities.

File Description	Documents
Paste link for additional information	Nil
Upload any additional information	[View File]()

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

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

File Description	Documents
Annual statements of accounts	View File
Any additional information	No File Uploaded
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

Response: The Institute has a well-defined financial policy which ensures effective and optimal utilization of finances for academic, administrative and development activities that help in realizing the institute's vision and mission. The major source of income for the Institute is fees received from the students. Efforts are made to generate additional revenue through other sources like research grants, consultancy etc. The Institute has received research grants of Rs.12.88 lakhs from SPPU-ISRO joint research program and BCUD-SPPU, Pune etc. Under PMKVY-AICTE scheme, DYPIEMR has received Rs. 5 lakhs for vocational training of school/college dropouts. Institute has also generated revenue by providing infrastructure for conducting CET examination, Admission Facilitation Centre for DTE Maharashtra State, Polling center for general elections, Earn and Learn scheme for needy students etc. The Institute has a robust mechanism to ensure optimal utilization of funds and other resources. Planning and Budgeting: Financial planning is done through discussions and deliberations at various levels in the institute. Every year, before commencement of the academic session, Heads of the departments and section in-charges prepare budgets of their departments / sections based on the requirements submitted by faculty and staff. The expenses required for delivery of curriculum, organizing and supporting various co-curricular and extra-curricular activities, research, extension & outreach activities are also considered while preparing the budget. Institute budget is prepared considering the requirements submitted by the Heads of Departments and section in-charges after discussion with them. This budget is then presented by the Principal in College Development Committee meeting and finally submitted for approval from GB. GB reviews the proposed budget and allocates the funds as per the necessity and priority of the proposed expenses and sanctions the budget after making the necessary modifications. Expenses: Funds are utilized for the salary of employees, development of laboratories, procurement of books and journals, maintenance and other expenses in accordance with the sanctioned budget. There is a standard procedure in place

for all purchases and other expenses. Depending on the requirements submitted by the departments & sections and budgetary provisions, quotations are invited from vendors. These quotations are examined by the Purchase Committee and comparative statements are prepared after negotiations with the vendors. This ensures that the right equipment is purchased at a competitive price. Recommendations of the Purchase Committee are forwarded to the management for further approval. Purchase orders are issued to the vendors after receiving the approval from the management. On receipt of the material/equipment bills are forwarded to the accounts and finance section by the concerned department / section along with the test report and relevant documents. All payments are released to the vendors through RTGS / NEFT or cheque / DD. In case any additional funds are required for unplanned expenses, approval is taken from the management to meet the same. Control: As there is a structured process for all expenses, there are inherent checks and balances to ensure that funds are utilized properly. All expenses incurred are audited periodically. Corrective measures are taken in case of any deviation observed.

File Description	Documents
Paste link for additional information	https://www.dypiemr.ac.in/images/SSR_16.11.2018_Final.pdf
Upload any additional information	View File

6.5 - Internal Quality Assurance System

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

Response: The Institute has an active internal quality assurance cell (IQAC) operational since March 2017. The primary objective of IQAC is to suggest and promote measures for quality enhancement and establish a quality culture in the Institute to improve its academic and administrative functioning. IQAC periodically reviews the academic and administrative functioning of the Institute and suggests measures to enhance quality. It also aims to internalize and institutionalize a quality culture in the institute. Examples of best practices implemented as a result of IQAC initiatives are described in the following paragraphs. 1. Teacher Guardian (TG) Scheme An engineering institute is a training ground for students to learn the skills to be successful in their chosen fields and gain an understanding of how the professional world functions. However, many students enter the engineering program with little understanding of

the complex landscape of engineering education. This poses a challenge to an educational Institute as well as to the students. Students with varied backgrounds in terms of academic, social and economic diversity are admitted to the programs every year. At DYPIEMR this is treated not as a problem but an opportunity for good mentoring of students. To address this, Institute has developed a TG scheme to strengthen teacher students' relationship. The IQAC has played an important role in the functioning of TG scheme. Objectives of the TG scheme are To create a good rapport between teachers, students and parents To help new students to acclimatize to the campus life To counsel students on emotional and academic issues To monitor their attendance and academic performance To help and guide the students for their holistic development Under this scheme a batch 20 to 25 students is assigned to a faculty, who acts as a mentor to the students and offers them emotional and academic support along with motivation for their upliftment. For this purpose regular meetings between TGs and students are conducted. Parents are informed on regular basis about their wards' performance. TGs also discuss students' issues with other teachers and Head of Department. This has resulted in an overall improvement of the students. 2. Performance Appraisal System Appraisals are vital to an organization and employees in terms of performance and resource management. Understanding their roles, objectives, benefits and purpose is important to all employees. A carefully designed performance appraisal system has, therefore, been implemented at the Institute level. The performance of faculty is assessed every year based on their contribution to teaching learning, selfimprovement and contribution at department and Institute level. Efforts of those who excel in their performance are appreciated; others are counseled about their performance and encouraged for further improvements. It is heartening to note that this has resulted in improved performance by the faculty in terms of teaching learning, publications and patents etc.

File Description	Documents
Paste link for additional information	https://www.dypiemr.ac.in/images/NAAC/AQAR_19-20.pdf
Upload any additional information	View File

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

Response: Review of teaching learning process and methodologies of operation is taken through an active participation of IQAC. IQAC periodically reviews the processes and suggests measures to improve the quality of education imparted in the Institute. Some of the quality initiatives implemented as recommended by IQAC are Extensive use of ICT and OBE for teaching learning Interaction with industry and academic institutes of eminence MOOCS (NPTEL) and Skill enhancement program for students Effective Teacher Guardian scheme Faculty /student chapters of professional bodies Workshop/FDP for faculty members Promotion of research culture and IPR Online feedback from the students Performance appraisal of faculty 1.Teaching Learning Process IQAC at DYPIEMR believes that the effectiveness of the teaching-learning process depends on its proper implementation, monitoring and review. Various pedagogies are used to make it more learner-centric. Faculty members are trained and encouraged to use ICT tools for effective delivery of the content. Junior faculty members are mentored by the senior faculty members. Academic activities are monitored regularly at the department and Institute level through the Academic Monitoring Committee (AMC). This involves checking of the course files & lab manuals, monitoring attendance of students, syllabus covered etc. which ensures that students are prepared for the In-semester and Online examinations conducted by SPPU. Regular feedback is taken from the students about the academics and corrective actions are taken wherever necessary. Reports of the AMC are discussed in the IQAC meetings. Internal academic audit is carried out after the end of each semester and external audit after the end of the academic year. 2. Outcome Based Education (OBE) Through the initiatives of the IQAC, steps are being taken to implement OBE in a structured manner. All academic processes are directed towards implementation of OBE. Programme Educational Objectives (PEOs), Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) have been framed for all Programmes as per the requirements of OBE. Course Objectives and Course Outcomes (COs) are clearly defined for each course and are communicated to the stakeholders before the commencement of the academic session. All COs are mapped properly to the POs and PSOs. Course contents are carefully prepared and delivered by the faculty to ensure the attainment of learning outcomes. Contents beyond syllabus and curriculum gaps are identified by the faculty & module coordinators and are approved by the Department Advisory Board (DAB) of the respective Department. Based on these inputs DAB suggests some measures to address these issues. Various teaching pedagogies are used to deliver the courses. Additional activities like expert lectures from practicing engineers, field visits, mini projects etc. are also conducted to bridge curriculum gaps. Performance of the

students is evaluated on a continuous basis through internal assessment based on assignments, unit tests, mock practical & oral examinations etc., and through external assessment based on theory and practical / oral examinations conducted by SPPU. Attainment of course outcomes and programme outcomes is calculated as per the scheme approved by the IQAC.

File Description	Documents
Paste link for additional information	https://assessmentonline.naac.gov.in/storage/app/hei/SSR/100181/6.5.2_1542208855_2097.pdf
Upload any additional information	View File

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)	A. All of the above

File Description	Documents
Paste web link of Annual reports of Institution	https://www.dypiemr.ac.in/governance/iqac
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	No File Uploaded
Upload details of Quality assurance initiatives of the institution (Data Template)	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The Institute is committed to sensitizing the students and staff on gender equality through various gender equality promotion programs.

Though the issues of gender equality are not addressed through the SPPU curriculum, Institute strives hard to create and maintain an environment where students, faculty, and non-teaching staff can work together in an atmosphere free of gender violence, sexual harassment, and gender discrimination. To sensitize the faculty, staff, and students about gender equality various programs are organized. For the holistic development of students, the Institute also conducts different activities to inculcate moral and ethical values, professional ethics, life skills, and gender equality. The Institute also strives hard to create and maintain an environment where students, teaching, and non-teaching staff can work together in an atmosphere free of gender violence, sexual harassment, and gender discrimination. Student Council also plays an important role in sensitizing the students on gender issues to give equal representation for both genders.

File Description	Documents
Annual gender sensitization action plan	Nil
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://drive.google.com/drive/folders/1BOom-GnsM3e6iljpzt0CH9UVkx_9AWs

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures   Solar energy Biogas plant Wheeling to the Grid   Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

C. Any 2 of the above

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	No File Uploaded

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

To create awareness among students about environmental issues, courses are included in the curriculum. In addition, students are

sensitized through model/poster-making activities portraying themes like waste management, pollution, cleanliness etc. Every attempt is made to make the campus eco-friendly by proper waste management. There are separate procedures for solid waste, liquid waste, and e-waste management.

a) Solid waste management Institute has provided dustbins at various locations to collect solid waste like paper waste, wrappers, and garbage. Housekeeping staff cleans the classrooms, laboratories, Institute premises and empties the garbage dustbins to Pimpri Chinchwad Municipal Corporation (PCMC) vehicle on daily basis. Towards the efforts for carbon neutrality, dry leaves and waste papers are not allowed to be put on fire in the campus. The Institute has carried out plantation drives to make the campus green. Scrap papers are collected and sold to the local vendors for recycling.

b) Liquid waste management Institute has constructed a 180000 lit capacity sewage water treatment plant for liquid waste management. An activated sludge process of Moving Bed Bio Reactor has been implemented for the treatment of liquid waste. The treated water is used for gardening purposes and helps to maintain the greenery of the campus. The chemicals from the chemistry lab are collected and treated to neutralize it before sending to the sewage treatment plant.

c) E-waste management Institute has developed procedures for e-waste management. Bins are placed department-wise to collect ewaste like computer spares, electronic boards, electrical switches etc. This helps to create awareness among staff and students. The collected e-waste is disposed of through authorized agencies for dismantling and recycling.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	View File
Geo tagged photographs of the facilities	Nil
Any other relevant information	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks

B. Any 3 of the above

and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	No File Uploaded

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants	A. Any 4 or All of the above

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Any other relevant documents	No File Uploaded

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	A. Any 4 or all of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment   5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen   reading

A. Any 4 or all of the above

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Policy documents and information brochures on the support to be provided	View File
Details of the Software procured for providing the assistance	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

To build a nation of youth who are noble in their attitude and morally responsible, the college organizes and conducted several activities to build and promote an environment for ethical, cultural, and spiritual values among the students and staff. To develop the emotional and religious feelings among the students and

the faculty, commemorative days are celebrated on the campus with the initiative and support of the management for not only recreation and amusement but also to generate the feeling of oneness and social harmony. The college and its teacher and staff jointly celebrate the cultural and regional festivals, like Fresher day , teacher's day, orientation and farewell program, Induction program, plantation, Women's day, Yoga day, festivals like Ganesh chathurthi etc and religious ritual activities are performed in the campus. Motivational lectures of eminent persons of the field are arranged for all-round development of the students for their personality development and to make them responsible citizens following the national values of social and communal harmony and national integration. Besides academic and cultural activities, we have built up many strong infrastructures for a variety of sports activities for the physical development of the students. In this way the institute's efforts/initiatives in providing an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic, and other diversities.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View File](#)
Any other relevant information	No File Uploaded

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Conforming to its Vision, Mission and Core Values, DYPIEMR believes that students should ultimately become responsible citizens aware of their social responsibilities. Social activities help make a person as a responsible citizen with high moral and ethical values. For the holistic development of students, Institute sensitizes them about their social responsibilities by arranging different extension activities in the neighborhood community.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	View File
Any other relevant information	View File

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized	**B. Any 3 of the above**

File Description	Documents
Code of ethics policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View File
Any other relevant information	**No File Uploaded**

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

DYPIEMR organizes different national festivals and birth & death anniversaries of great personalities to inculcate among the students and employees a sense of patriotism and awareness about the contribution of these great personalities in nation building. In order to remember the heroic efforts by our freedom fighters & the founders of constitution behind the historic events, the Institute celebrates Republic and Independence Day every year. In the memory of the second President of India, Dr. Sarvepalli Radhakrishnan, his birth anniversary on 5th September is celebrated every year as the Teacher's Day. Science day is celebrated on 28th February in memory of Sir C.V. Raman. In the memory of the greatest Indian Engineer, Bharat Ratna Sir Mokshagundam Visvesvaraya, his birth anniversary on

15th September is celebrated as Engineer's Day every year. From the inception of the International Yoga Day on 21st June 2020, it is celebrated every year in the Institute

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	View File
Geo tagged photographs of some of the events	View File
Any other relevant information	**No File Uploaded**

7.2 - Best Practices

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

Best Practice-I

Title of the Practice: Career Augmentation Training for Students Objectives of the Practice To improve communication skills, employability skills and soft skills To enhance the technical competence of students To render the students globally proficient and employable

The Context

One of the core values of DYPIEMR is 'Focus on Students'. Students are considered as the most essential and crucial stakeholders of the Institute and all efforts as well as the pedagogical design are directed solely towards their holistic development so that they become quality conscious technocrats and responsible citizens. Employers look for skills and attributes in two broad areas: defining skills (technical skills) and enabling skills (soft skills). Students from a diverse socio-economic and academic background are enrolled into the Institute annually. Based on the assessment of learning levels of students and feedback received from stakeholders special training programs are organized. The Practice The following efforts and initiatives are taken by the Institute to train students:

Soft Skills Training

Professional trainers are hired to train students to enrich their skills and help them secure a career trajectory through extensive

aptitude training sessions, group discussion, personal interview techniques and resume writing skills. Enhancement of interpersonal skills through which the students are trained to function effectively in multi-disciplinary and heterogeneous teams using abilities of working in a team, conflict management, leadership qualities via knowledge acquisition, demonstration and applicative practice. Personal Interview sessions which include image management and personality development comprising aspects such as attire and dress codes, greeting, gestures, postures, confidence & preparation for the anticipated questions. An all-encompassing training under the extensive supervision of the Training and Placement Cell Emphasis on improving skills of communication, listening, negotiation, etiquettes, language etc.

Add-On Training

Rigorous training and preparation of the students in their core technical domains like Java, DBMS, SQL, C, C++, Ansys, Software Testing, CATIA, CAD, Robotics, STADPRO, IoT, Big data Analytics, Redhat etc. DYPIEMR -Virtusa Centre of Excellence for specialized training in latest technologies Provision of training according to current market trends to meet the demands and requisites of leading organizations Organization of Training sessions for students with regard to opportunities in higher education and importance of GATE, TOEFL, GRE etc. So far, approximately 656 students have appeared for competitive examinations Career counseling sessions are organized regularly. Till now, 6134 students have participated in different counseling sessions all together

Foreign Language Training

Under the prestigious TCS-HIKARI program, Japanese Language Training Program (JLTP) is an initiative for endowing the students with better placement opportunities in MNCs /top leading organizations looking out for multilingual candidates. This training is proposed by TCS in our Institute under the TCS Hikari Program. Professional trainers are hired for training the students at the N5 level training program. The students are duly certified after the successful completion of the training and are endowed with a direct placement opportunity in TCS after clearing and qualifying the N5 level examination. In the last two years, approximately 90 students have appeared for the JLPT examination.

Evidence of Success

- 80% of students are placed and placement assistance is

- currently extended to the remaining unplaced students
- 110 students got selected in Virtusa
- Students have been recruited by the Indian Army.
- Students have successfully established themselves as entrepreneurs
- A significant increase in the number of students who have qualified the GATE and GRE examinations.
- Unstinted encouragement meted out to the students has resulted in their participation in various competitions organized and conducted by the corporate domain and industries viz. TCS CodeVita, TestiMony, EngiNX, Barclay's Tech Innovation Challenge, KPIT Sparkle, Aakruti by KPIT, Infosys Hackathon, Hackathon Pune by e-Zest, Go-Kart, SPPU- Avishkar etc

Problems Encountered

Constraints to accommodate the training programs in the cramped academic schedule Identification of resource persons and their availability as per the academic schedule An observed reluctance of the students to participate in career enhancement and student development training sessions

Resources Required

Institute has the required resources such as well-equipped seminar halls, computer center, Virtusa center of excellence, Incubation and Innovation center and qualified human resources to carry out the training activities.

2. Best Practices-II

Title of the Practice:

Industry Institute Partnership

Objectives of the Practice

- To promote involvement and participation of experts from the industry in the development of curricula & students' projects
- To arrange industry field visits and industrial training for the faculty and students of the Institute
- To develop a strong technical workforce that would bridge the gap between the requisites of the industry and academic orientation
- To facilitate internships, organize seminars, workshops and expert talks by eminent personalities and leading

industrialists

- To arrange Add-On Courses which would permit and facilitate the students to choose any branch specific or interdisciplinary course apart from academics which will help strengthen the profile and knowledge base of the students
- To identify relevant industries and execute Memoranda of Understanding between the Institute and the industries to bring the two parties professionally, academically and strategically closer

The Context

The success of an educational institute depends on the quality of its faculty and the technical profile of its students. An academically/professionally empowering interaction between Institute and Industry is the need of the hour. This will have a great bearing on the engineering curriculum, exposing engineering students to industry atmosphere and trends as well as subsequent placement of young graduating engineers in industries across the country. With the advent of globalization and opening up of the Indian economy to the entire globe, the competition infused among industries has become stringent, rigid, and cut-throat. Thus, in order to obtain technological solutions to their problems, they seek and pursue engineering institutions. Similarly, there is an urgent need to train engineering students to enhance their core competencies and develop technical skills to render them employable in multinational companies, by exposing them to newer technologies and engineering methodologies. Partial course delivery from industry experts results in better placements. These objectives can only be achieved by bridging the gap between industry and the academic institutes and therefore, through a strong Industry-Institute interaction.

The Practice

Taking into account the need to enhance the professional development of the students, the Institute has constituted an Industry Institute Partnership Cell (IIPC). The IIPC actively assists and facilitates the students by providing them necessary guidance from experts who, in turn, aid the budding professionals and entrepreneurs of the Institute. The cell pursues the objective to motivate the students and offer guidance and information about the various entrepreneurship encouragement schemes declared by the State and Central government. The IIPC is instrumental in enhancing the quality of education by arranging vocational trainings, guest lectures, industry sponsored projects, industrial visits, faculty trainings etc. through Industry-Institute interaction. To promote

Industry - Institute Partnership, the following practices are undertaken:

- Organizing workshops, conferences, and symposia with a collaborative effort and participation of faculty and industrial professionals Encouraging professionals from the industry to visit Institute to deliver lectures and expert talks in order to give the students regular insights into the corporate arena
- Visits of industry executives and practicing engineers to the institute for evaluating student projects and exhibits, discussions, and delivering lectures on industrial practices, trends, and experiences
- Signing Memoranda of Understanding between the Institute and industries to provide inputs beyond curriculum and internships for the graduating students
- Deputation of faculty for industrial training as a part of Train the Trainer Programs. Furthermore, the faculty members who attend training in industries share their knowledge and experience with others in the department and also impart in-house training to the students
- Setting up and establishing an Industry Centre of Excellence in the Institute for imparting industry-oriented training programs Promoting scholarships/fellowships instituted by industries at the Institute for the benefit of the students
- Encouraging students to participate in competitions organized and conducted by the industries.

Evidence of Success

- Enhanced interaction with the industry has resulted in good placements The Institute has established the Virtusa Centre of Excellence (COE). The Institute was awarded the "Best COE" by Virtusa based on the students' performance in the various assessments conducted by them. 110 students have been recruited by Virtusa through this COE.
- DYPIEMR has been awarded Silver rank by AICTE-CII Survey
- Yearly scholarship of Rs. 30,000 was awarded to students under the Schneider Electric India Foundation Scholarship Program. BMW, India has donated a twin power turbo diesel engine to Mechanical Engineering Department under their Skill Next scheme.
- Several industry-sponsored projects were undertaken by the final year students. Projects were accepted and appreciated during the external evaluation.
- On the basis of the students' feedback, the guest lectures,

workshops, and other training sessions conducted by industry experts have helped students to improve their skills and technical knowledge Participation of students in various competitions organized by industries like TCS CodeVita, TestiMony, EngiNX, Barclay's Tech Innovation Challenge, KPIT Sparkle, Aakruti by KPIT, Infosys Hackathon, Hackathon Pune by e-Zest, etc.

Problems Encountered

The reluctance of industries to collaborate with academia Constraints to accommodate the activities in the academic schedule Traditional reluctance of students to participate in professional development /training

Resources Required

Institute has the required resources such as well-equipped seminar halls, computer center, Incubation and Innovation center and qualified human resources to carry out the activities in collaboration with the industries.

File Description	Documents
Best practices in the Institutional web site	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Faculty Enrichment Program The vision of the Institute is to strive for excellence by providing quality technical education and facilitating research for the welfare of society. In line with the vision, priority and thrust, the Institute consistently provides motivation, support and platform to all the faculty members as it believes that they play a vital role in the development of the Institute. The Institute organizes Faculty Enrichment Programs for promoting the qualitative factors of the faculty through a three pronged strategy that aims at their personal, professional and holistic development. This would empower them and facilitate their role as educators and mentors responsible for grooming the future citizens with knowledge, attitude and skills. The Institute conducts

various Faculty Enrichment Programs with the following objectives:

To enhance knowledge and skills To inculcate professional ethics

To motivate towards quality research To augment their effectiveness in content designing and delivery

To familiarize them with their social responsibilities

To train them to provide extra care to students requiring special attention

In order to churn out engineers with professional excellence, and to prepare the students for better career opportunities, faculty members are expected to have a genuine and sustained commitment to excellence in teaching and learning. The methodology, through which the Institute's teaching-learning process is strategized, is an important factor for moulding the professional careers of students. To meet the demands and exigencies of the technical profession and the emerging job markets, the Institute offers opportunities to empower the faculty to identify the appropriate instructional materials and assessment methods. A continuous process of faculty quality enhancement helps to involve the participants in an active, in-depth teaching-learning activity.

File Description	Documents
Appropriate web in the Institutional website	No File Uploaded
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year

1. To create an enabling environment for holistic development of Students, Faculty and Support Staff
2. To facilitate continuous up-gradation and updation of Knowledge & Use of Technology, by Faculty and Students
3. To encourage and facilitate Research Culture, to promote Research by students and Faculty and Consultancy by Faculty
4. To foster and strengthen the relationship of Alumni with the Institution
5. To Introduce Job-oriented and Skill-based training to students
6. To establish a Center of Excellence.