



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**DR. D. Y. PATIL COLLEGE OF ENGINEERING AND
INNOVATION**

**SURVEY NO 27/A/1/2C , NEAR TALEGAON RAILWAY STATION VARALE,
TALEGAON DABHADE, MAHARASHTRA 410507**

410507

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dr. D. Y. Patil Educational Federation's (DYPEF), Dr. D. Y. Patil College of Engineering and Innovation (DYPCOEI), Varale, Talegaon, Pune was established in 2014. The college spreads over 3.5 acres of land with four Engineering disciplines. This Institute is approved by AICTE, New Delhi, recognized by the Government of Maharashtra and is affiliated to the Savitribai Phule Pune University.

DYPCOEI combines scientific, technical, managerial and operational skills and resources to rejuvenate the skills of students through experienced and professionally competent faculty. We offer more than just a learning experience to the students which broadens their horizons and ability to accept more challenges which they are going to face in the twenty first century. The organization has its roots and heart firmly laid in cultural values nurtured by Indian civilization while striving towards the accomplishment of global excellence through School-Education, Junior College, Engineering and management.

Besides academic excellence, DYPCOEI is dedicated to inculcate strong ethical values of integrity, politeness, kindness and respect for elders in all their students. We believe that education should foster confidence, discipline, clarity in thought and decision-making ability to set and achieve goals, and above all, social responsibility as a life-long process. Therefore, we create opportunities and inspire our students to achieve their goals along with all necessary graduate attributes.

DYPCOEI has excellent ambient and infrastructure with well-equipped laboratories, well-qualified, motivated, and dedicated faculty members serving in the Institute. Students are encouraged to actively participate in National and State level co-curricular and extracurricular activities.

We strongly believe that every young mind is to be moulded in a way best suited with the best skills that individual has and to bring out the best in him/her. To discover the hidden talents of students and to bring out their innovative best. To make our students champions in the professional world and personal level by nurturing them from the best of our mentors, who as a team set them an example by working together and making the place a second home where we value every dream.

The Slogan of DYPCOEI is

A journey of Exploration, Innovation, Excellence and Growth....

Vision

- **To achieve excellence in quality education through value based rapidly changing technologies and create technical Human-Resource with proficiencies of accepting new challenges.**

The vision and mission of the DYPCOEI are defined by taking the views of various stakeholders associated with the Institute/Department, latest developments, future scope and needs of the society. A Committee at

Institute level, consisting faculty, staff, students, industry experts, parents, was formed for identification, implementation and review of Vision and Mission statements of the institute. Various bodies like Departmental Advisory Board (DAB), , College Development Committee (CDC) and Governing Body (GB) to advice in various matters. In the meetings, institutional Vision and Mission statements are reviewed by specifically considering the latest trends, industry demand etc. The proposed Vision and Mission statements are also circulated to the Students, Alumni, Employer, Faculty and Parents and their feedback is taken. After taking into consideration of the feedback received, the IQAC prepares draft Vision and Mission statements which are discussed and brainstormed in the CDC meeting and recommended for the final approval to GB.

Alumni: Alumni feedback is more important in redesigning the course content because they actually faced the field problem with the knowledge imparted during their education. They can judge whether the level of knowledge they have gained is at par with industry requirements or not.

Management: The Management is a facilitator for imparting quality education by providing best infrastructure, qualified faculty members and latest equipment and software. Management also focuses on the professional growth of the students. Management can enhance their social standing through the institution.

Governing Body (GB): The main purpose of the Governing Body is to decide the overall strategic direction and educational character of the institute and ensure its overall well-being and financial solvency. More specifically, the GB members are responsible for determining and reviewing the educational vision and mission of the institute and for the oversight of its activities, obtaining the views of faculty, staff and students on the determination and periodic review of the educational vision and mission of the institution and oversight of its activities, approving a Quality Strategy for the institute, ensuring that money is spent appropriately and approving annual estimates of income and expenditure.

College Development Committee (CDC): The CDC is the apex body of the institution which prepare an overall comprehensive development plan of the college regarding academic, administrative and infrastructural growth, and enable college to foster excellence in curricular, co-curricular and extra-curricular activities. The CDCs have emerged as vital forces that frame collegiate education policies aiming at inclusive quality education. The major role of the CDC is to consolidate the MoMs of DABs and give recommendations to GB for the final approval of various policies.

IQAC: The Internal Quality Assurance Cell (IQAC) has been established in the institution to maintain and enhance quality of education. Since quality enhancement is a continuous process, the IQAC will become a part of the institution's system and work towards realisation of the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions. For this, during the post-accreditation period, it will channelize all efforts and measures of the institution towards promoting its holistic academic excellence.

Mission

The Mission of DYPCOEI has been divided into three parts as:

M1: Continuously strive to impart value-based education to elevate the satisfaction level of all stakeholders.

M2: Take dedicated efforts to create competent professionals by effective teaching learning process with passion of lifelong learning attitude.

M3: Our endeavor is to promote and support innovative research, entrepreneurship and development activities through Industry Interaction.

Correlation between Institute Mission with Department Mission:

The Department of Computer Engineering Vision and Mission are in line with Institute's Vision and Mission. The following tables A & B shows the correlation between the keywords of Mission of the Institute and Department of Computer Engineering respectively.

Institute Mission Keywords	Department Mission Keywords
Continuously strive to impart value-based education.	Adapt changes in recent trends and technologies by effective Teaching-Learning process to train the students.
Take dedicated efforts to create competent professionals by effective teaching learning process with passion of lifelong learning attitude	Prepare competent Computer Engineers to sustain in the competitive global corporate world with spirit of good work ethics.
Our endeavor is to promote and support innovative research,	ability to work in a team to share innovation and research.

The Department of Artificial Intelligence and Data Science Engineering has Mission in accordance with the institute's mission.

Institute Mission Keywords	Department Mission Keywords
Impart value-based education to elevate the satisfaction level of all stakeholders.	Promoting Value-base education to enhance the concepts Artificial Intelligence and Data Science.
Effective teaching learning process with passion of lifelong learning attitude.	Determining solutions for complex engineering problems of the society.
To promote and support innovative research, entrepreneurship and development activities through industry Interaction.	Inspire to develop innovatively through continuous research activities.

The Department of First Year Engineering has Mission in accordance with the Institute's Mission.

Institute Mission Keywords	Department Mission Keywords
impart value-based education.	Promoting Value Education
teaching learning process with a passion of lifelong learning attitude	Maintaining a Conducive Environment
Our endeavor is to promote and support innovative research,	Promoting Industry Institute Interaction

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Dr. D. Y. Patil Educational Institutes has rich legacy in the field of quality education for more 37 years. Dr. D. Y. Patil Educational Federation's Dr. D. Y. Patil College of Engineering and Innovation (DYPCOEI) was established in 2014 by **Dr. Sushant Patil** under the able guidance of **Padmashree Dr. D. Y. Patil**, former governor of Tripura, Bihar and West Bengal and a well-known educationist and philanthropist from Kolhapur, Maharashtra. Dr. D. Y. Patil College of Engineering and Innovation is a part of Dr. D. Y. Patil group. Dr. D Y Patil is the leading group in India imparting comprehensive education. The group is having 37 years of experience in education with 200 institutes across India and 4 universities in Maharashtra. Dr. D. Y. Patil group have almost 200000+ most brilliant students and 500000 Alumni across the world. Dr. D. Y. Patil is offering almost 1000 courses and programs. Our value-based learning model provides transformational experience that fosters professional, intellectual, and personal development.

DYPCOEI has been consolidating its strengths while being conscious of its weaknesses. We also look to identify opportunities and threats which are considered to be complimentary in SWOT analysis.

Strengths:

- Dynamic and Visionary Management- DYPEF
- Good governance driven by the expertise and wisdom of eminent personalities from academic and industry serving on Governing Body.
- Academic excellence as exemplified by excellent faculty members and backed by infrastructure.
- Infrastructure meets the academic research and student support needs.
- Institute is located near the Software industries: Hinjewadi, Pune which is often reckoned as an IT hub.
- Good industry – institution interaction through MoU, hands on training and internships
- Financial sustainability and administrative autonomy that supports the continued growth of the institution.
- An equipped training and placement cell with highly competitive and dedicated faculty to impact pre-placement training to the students to make them employable.
- Strong leadership, good department heads
- Strong department level support from faculty and student for innovation and research activities
- Supportive working environment among department members conducive for the execution of academics
- Excellent administrative support
- Environment is pollution free green campus

Institutional Weakness

To identify weaknesses at DYPCOEI, first we have reviewed our work processes. As understanding of our strengths *and* shortcomings is critical, we discuss the issues of our institute among all students, faculty and staff. We realize the importance of finding the weaknesses of our own institute and to overcome them to achieve our vision and mission. Admitting defects is really challenging, but one must recognize these aspects and improve for future growth of the institute.

When we are informed about our flaws, we may use them as a springboard for constructive development. Because we are addressing and maybe repairing anything that could be perceived as a threat to our institute, that change may help us to strengthen our culture and procedures for the future.

An educational institute does not thrive at its own pace. The management, faculty, staff and students should know our competitor's vision. Depending upon the industrial requirements we all should update ourself to

sustain in the current competitive global market. This is possible only when we understand our weaknesses and try to overcome them and possibly convert all our weaknesses into strengths.

Weaknesses:

- Strategically located in Outskirts of Pune city.
- Poor faculty retention because of geographic location of the institute.
- Research funding from Government agencies.
- Less number of students admitted with good percentile in academics
- Less number of faculty with PhD qualification.
- Less collaborative research/projects among the faculty member.
- Research and consultancy at ascent stage.
- Less entrepreneurship acumen among students.
- Less number of structured entrepreneurship promotional activities.
- Less participation of alumni in the overall development of the college.

Institutional Opportunity

Opportunities refer to favourable external factors that could give us a competitive advantage. Strengths and weaknesses are usually considered internal, while opportunities and challenges are usually considered external. Opportunities are emerging scenarios whereby we can grow and succeed with a new plan of execution.

Digital technologies are rapidly developing and transforming the way individuals work, learn, and participate in public life. As digital innovations become more available and gives opportunities to make quality learning, there are more career opportunities and one can get more access to information across the globe. Educational institutions are always facing and struggling to adapt new technological revolutions in the current era. Obviously, on the other hand we are getting lot of opportunities in proving ourself by grabbing them and intellectually facing to find perfect solutions in the real world.

Opportunities:

- Scope for interdisciplinary and sponsored projects (like smart cities).
- To build partnership and collaborative work amongst community, peer institutes and IT industry.
- To generate revenue through software development and consultancy.
- Incorporation of blended learning and Improvement in online resources and digital content.
- Improve quality of research by applying research proposal to reputed organizations.
- Upskilling of faculty and student in new age technology using national and international online FDPs and certification courses such as NPTEL SWAYAM, and MOOCs.
- Implementation of Value-Added Skill Development Programs (AI, data science) due to increasing demand of IT Industry.
- Interact with industry experts to understand their need and adoptively modify our strategy of content delivery.
- To organise online workshops, seminars and hands-on training to the faculty and students while taking advantage of virtual classes.
- Communication through fast social media mechanism gives opportunity to interact in a domain specific

group of people.

DYPCOEI is committed to grab all these opportunities for the benefit of our students who are going to become valuable citizens of our country. Further, these opportunities allow us to make our students compatible to the competitive global market of IT industries.

Institutional Challenge

Identification of Challenges in SWOC analysis is critical step. This change from 'Threats' to 'Challenges' is the core of the modern positive thoughts where we know that we cannot demolish the existence of something by fighting it directly. We have to carve out our own version of strategy which, when placed in comparison, can stand out with success. 'Threats' as a term bring negative connotations and seem to prohibit us from participating in the cause. As the world is shifting to a less harsh understanding and more of a self-motivational interpretation, we try to analyse the challenges while working in the organization and to become compatible to the current requirements of the corporate world.

Challenges:

- Attracting distinguished faculty who are willing to take an academic career path.
- To get meritorious student from the region.
- The institution is not being able to pursue cutting edge research due to limited resource funding from national funding agencies.
- There is a need for a change in approach strategies and process for improving the results of the new generation students.
- Fast Changing technology and emerging of new specialization in Artificial Intelligence and Data Science leading to everchanging demand from the IT Industry.
- Phenomenal gap between Academics and Industry due to emerging of new technologies.
- Urgent day-to-day measures are needed to review the Value-Added Programs (VAP) in order to make them relevant to the present-day industry requirements.
- Train the students having poor schooling and lack of basic knowledge on some subjects which creates a problem in the progress of the students.
- To shift students' mindset from exam oriented approach to learning/knowledge/skill enhancement approach.
- Enhancing the communication and employability skills of the students has become a major challenge in the present-day industry requirements.
- Handling multidisciplinary approach to accommodate the knowledge, skill and social requirement.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Dr. D. Y. Patil College of Engineering and Innovation, Varale, Talegaon approved by AICTE and affiliated to **Savitribai Phule Pune University (SPPU)**, Pune follows the curriculum prescribed by the university.

The SPPU publishes the **University Academic Calendar** for both the semesters. Based on the University Academic Calendar, the **Institute and Department Academic Calendars** are prepared describing all the planned curricular and co-curricular activities in the semester.

The department prepares the timetable for theory, lab courses, and project work based on the credits allotted for each course, along with slots for remedial classes, and industry-oriented certification courses.

The faculty prepares a comprehensive Course plan, lesson plan and study materials such as lecture notes, a question bank, PowerPoint presentations, laboratory manuals focusing on **Outcome Based Education (OBE)**.

The **HoD weekly Meetings with principal** and **Internal Academic Audit** reviews the content delivery with respect to CO's and verify using **Management Information System (MIS)** and **Green Book**.

In addition to the course delivery, model-based learning, group discussions, seminars, workshops, industrial visits, and industry-oriented certification courses are conducted for skill development and to bridge the curriculum gaps.

Certificate/Value added courses are offered to the students including online courses of MOOCs, SWAYAM, NPTEL etc. *The students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. are 54.2 % as against the total number of students during the last five years.*

DYPCOEI integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability while handling the Curriculum.

More than 97 % of the students undertaking project work/field work/ internships for the AY 2022-23. This helps the students in learning the engineering concepts.

The college has Women Grievance Cell and Grievance Redressal Cell to provide counselling to students, promote gender equity among students and also deal with related issues of safety and security of female students, staff and faculty.

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

Teaching-learning and Evaluation

for the year 2018-19 to 2022-23 is **39.39 %**. Year wise No of **Students Admitted** against the No of Seats Sanctioned are as shown in the following Table:

Academic Year	2022-23	2021-22	2020-21	2019-20	2018-19
No of Seats Sanctioned	240	240	240	300	300

No of Students Admitted	225	159	72	49	15
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The **Student Enrolment** against seats reserved for various categories as per the government policy for the year 2018-19 to 2022-23 is **45.03 %**. Year wise No of **Students Admitted** against the No of Seats Sanctioned for various categories are as shown in the following Table:

Academic Year	2022-23	2021-22	2020-21	2019-20	2018-19
No of Seats Sanctioned	102	80	112	163	136
No of Students Admitted	137	97	48	32	5

The student – Full time Teacher Ratio for the latest completed **Academic Year 2022-23** was **18.13:1**.

The institute is committed student-centric methodologies to impart quality technical education like experiential learning, Participative Learning, Interactive Learning, Project Based Learning (PBL), problem solving methodologies, etc. both inside as well as outside the classroom, to enhance students' learning experience. These methods ensure the active participation of students in creative learning with the development of their problem-solving ability.

The institute facilitates faculties to orient towards Outcome-Based Education (OBE). Faculties use innovative methods in the Teaching &.

The internal and external evaluation system is designed in such a way that it measures the outcomes of the programme. The grievances mechanism is adopted to address the problems of students on the evaluation.

DYPCOEI has taken the following measures to achieve transparency in the internal assessment process:

- A planned exam schedule in the DYPCOEI Calendar
- Consolidation and calculation of CIA explained to students at the beginning of the semester and after evaluation (Grievance if any)
- The CIA schedule and Practical/Oral Question Patterns are circulated to all the students
- The final 'internal marks' are verified and signed by the concerned teacher, HoD and Principal and displayed it on Notice Bord.

Pass percentage in SPPU evaluation and internal evaluation of DYPCOEI Students during last five years is 90.88 %

Research, Innovations and Extension

Research and Innovation is one of the important aspects that is promoted in DYPCOEI. The Institute has a culture and ecosystem conducive to nurture research, innovation and extension activities. All the departments promote students as well as faculty members to carry out Sponsored Research based live Projects. The Institute has Setup an Incubation Centre and a Research Cell to foster Research Based Projects. The Institute has also a well-defined Research & Development Policy to encourage Research under the umbrella of DYPCOEI.

The faculty and students have collectively filed **25 patents** and **01 copyright**. The faculties have published **172 research papers** in SCI/WoS/Scopus/UGC Care journals and **15 books/book chapters**. Research funds/grants received are worth Rs. **41,49,747/-**

Research & IPR related activities were frequently organized in Institute to create the awareness on importance of Research & Innovation.

Institute has organized a total of **42 seminars, conferences and workshops** to upgrade knowledge and skills.

The institute has signed multiple **MoU's with various Industries** to ensure that the students as well as staff are well equipped with the knowledge of latest technology and tools required for research activities.

The gap between industry and academia is bridged through **24 MoUs/Industry Collaborations** for sponsored projects, internship, field visits, on-job training etc. The Institute collaborates with various other industries to conduct site visits to boost the student's knowledge with latest technologies adopted in various fields.

Students are encouraged to undertake industry sponsored projects to address industrial technical problems. DYPCOEI supports in-house projects, project-based learning activities financially.

Institute supports faculties to attend Conferences/STTP/Seminar/Workshop, for which policies have been made to give study/paid leaves and reimbursement of expenses.

Project Exhibitions are conducted for Final Year Projects to provide a common platform for the students to exhibit their work.

The Training & Placement Cell also conducts various **Entrepreneurship related Activities** to motivate the students

DYPCOEI endeavours to develop emotional and psychological skills and to inculcate ethical values and National pride among students and faculties. The **NSS unit** conducts several social activities wherein students and staff voluntarily participate in social activities like Blood Donation, Cleanliness Programs, Covid-19 vaccination awareness programme, environmental awareness programs, working with NGOs etc.

Infrastructure and Learning Resources

The infrastructure facilities and learning resources available at DYPCOEI can be categorized as under:

(a) Learning Resources: Adequate number of class rooms, laboratories are well supported with library, computer centre, meeting room and seminar hall.

(b) Support facilities: Sports ground and facilities for indoor games including Yoga centre are available for the

students even after college hours. The hostel facility and college canteen provided in the campus gives homely atmosphere to the students.

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

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years is 25.38 Lakhs.

The DYPCOEI Library has been working to ensure that it provides the best services to its users i.e., faculty, students and staff. The library has about 1309 titles and 4878 volumes needed across needed for all the departments. There are about 900 e-book titles of various publishers in the library. DYPCOEI Library has also developed a user-friendly portal the link of which is available on college website.

The IT infrastructure at DYPCOEI have been updated on regular basis. Also, new IT equipment has been purchased as per the requirements. **Recently**, 25 headphones were purchased for the **Language lab**. Also, 50 HP desktop with 4 GB RAM, one Laser printer, and 6 BENQ MX 550 Projectors (3600 ANSI Lumens, XGA, VGA, HDMI Port, 15000 HR with contrast Ratio 20000:1) were purchased to **upgrade our existing ICT tools**. Also, **ESP 32-based mobile Embedded and IoT interfaces** Testing platform from Go-Green Technologies Pvt Ltd has been purchase to establish **industry-based IoT lab** as a part of Industry-Institute interaction.

Student – Computer ratio is 3.81 and the percentage expenditure incurred on maintenance of physical facilities and academic support facilities during the last five years is 29.24 %.

To enhance the bandwidth of computer network within the campus Optical Fiber Cable (OFC) supported by advanced Switches have been introduced within the campus which is now supporting bandwidth up to 200 MBPS.

Student Support and Progression

DYPCOEI gives all sorts of *scholarships to the students. Percentage of students benefited by scholarships and free ships provided by the institution, government and non-government bodies during the last five years is 80.76 %.*

For the holistic development of the students, Soft skills (8 Activities), Language and communication skills (21 Activities) and Life skills (Yoga, physical fitness, health and hygiene) (20 Activities) have been carried out at DYPCOEI.

Percentage of students benefitted by guidance for competitive examinations and career counselling for the last five years 45.28 %.

The institution adopts the necessary redressal of student grievances including sexual harassment and ragging cases.

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

Percentage of placement of outgoing students and students progressing to higher education during the last five years 41.71 %.

Percentage of students qualifying in state/national/ international level examinations during the last five years 8.3 %.

There are 33 awards/medals for outstanding performance in sports/ cultural activities at university / state/ national / international level (award for a team event should be counted as one) during the last five years.

Average number of sports and cultural programs in which students of the Institution participated during last five years is 21.4.

The Alumni association of DYPCOEI was formed in the year 2021 with the name: “**Alumni Association DR. D Y PATIL College of Engineering & Innovation (AADYPCOEI)**”. The institute has Alumni database of more than 3500 Alumni students with their mobile and email-ids. The Institute organizes Alumni meet every year by contacting them using this database.

Most of the Alumni of our institution are successful in their career. During the meet, they interact with the students, faculties, and management as well as share their ideas for improvement of the overall progress of the institute and department. These Alumni members are regularly apprised about the activities and developments of the college through social media networking and e-bulletin available on web site of the institute.

Governance, Leadership and Management

*The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various **institutional practices**. The Management of DYPCOEI strictly adheres to the recommendations given by GB and CDC. The GB and CDC meetings are organized periodically and important aspects of academic and non-academic matters are discussed and decisions are taken to benefit all the stakeholders of the system.*

*In order to have **sustained institutional growth**, we at DYPCOE adopt **decentralization, participation of all stakeholders** in the institutional governance in terms of short term and long-term Institutional Perspective Plan.*

*DYPCOEI has well defined **perspective plan** which has been effectively deployed and functioning. The institutional bodies are effective and efficient and it is visible from policies and administrative setups and*

procedures.

The Management of DYPCOEI strictly adheres to the recommendations given by GB and CDC. The GB and CDC meetings are organized periodically and important aspects of academic and non-academic matters are discussed and decisions are taken to benefit all the stakeholders.

*DYPCOEI has **successfully implemented strategic measures** for improving academic performance through VAP, research activities, industry interactions, cultural, sports and social activities.*

DYPCOEI e-governance is in its operations for Administration, Finance and Accounts, Student Admission, Students Support and also Examination and evaluation of the students.

DYPCOEI has well defined **performance appraisal system** and effective welfare measures for teaching and non-teaching staff and also provide various avenues for their career development and progression.

Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years is **55.24 %**.

Percentage of teaching and non-teaching staff participating in **FDP, MDP, professional development and administrative training** programs during the last five years **59.89 %**.

DYPCOEI has strategies for mobilization and utilization of resources and funds from various sources and we conduct financial audits regularly (internal and external).

The IQAC at DYPCOEI is successful not only in taking up several quality assurance activities but also in the creation of an institutional database. Regular meetings of IQAC are conducted to identify quality improvement initiatives and its implementations.

Institutional Values and Best Practices

DYPCOEI is a leading institution that believes in promoting gender equality and justice. With female staff and female students, DYPCOEI recognizes the importance of creating an inclusive environment that allows individuals of all genders to thrive. The institution acknowledges the immense potential of women and is committed to empowering them in all areas of academic, professional, and personal growth.

DYPCOEI places great importance on celebrating various events and festivals, and in promoting cultural activities. Environmental Day, Teacher's Day, and Guru-Purnima are just a few of the many occasions

observed by the Institute.

DYPCOEI has facilities and initiatives for Alternate sources of energy and energy conservation measures, Management of the various types of degradable and nondegradable waste, Water conservation, green campus initiatives and Disabled-friendly, barrier free environment.

The institutional environment and energy initiatives are confirmed through green audit, environment audit, energy audit, clean and green campus initiatives and beyond the campus environmental promotion activities.

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

Best Practice – 1

Title: e-MIS Academic Monitoring

The main aim of the e-MIS system is to monitor curriculum coverage, check the session duration, and verify the execution consistency with which the utmost goal is to improve the educational quality.

Best Practice – 2

Title: Nature and Life

The idea initiated was to connect Tree plantation program with Blood Donation. Donors who willingly offered their blood were gifted Tree saplings along with other gifts. Awareness about the importance of planting trees and donating blood was the dual objective of the program.

Institute Distinctiveness

Title – Research Innovation and Incubation Centre

The Research Innovation and Incubation Centre at Dr. D. Y. Patil college of Engineering and Innovation is a zestful and progressive initiative that has been initiated to encourage research innovation and entrepreneurship among students and the faculty members. The initiative serves as a centre for fostering innovative ideas and modifying them into operational products or services which creates a positive impact in the world.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DR. D. Y. PATIL COLLEGE OF ENGINEERING AND INNOVATION
Address	Survey No 27/A/1/2C , Near Talegaon Railway Station Varale, talegaon dabhade, maharashtra 410507
City	Pune
State	Maharashtra
Pin	410507
Website	www.dypcoei.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Suresh Mali	020-48522561	8007022300	-	principal.dypcoei@dypatilef.com
IQAC / CIQA coordinator	Dipannita Mondal	020-48522566	9309226768	-	iqac.dypcoei@dypatilef.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

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

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Survey No 27/A/1/2C , Near Talegaon Railway Station Varale, talegaon dabhade, maharashtra 410507	Urban	2.5	6178.75

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Artificial Intelligence And Data Science	48	HSC	English	60	46
UG	BE,Computer Engineering	48	HSC	English	180	179
UG	BE,Mechanical Engineering	48	HSC	English	0	0
UG	BE,Civil Engineering	48	HSC	English	0	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	6				11				34			
Recruited	1	3	0	4	5	3	0	8	16	18	0	34
Yet to Recruit	2				3				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				26
Recruited	21	5	0	26
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	3	0	0	0	0	0	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	5	3	0	15	20	0	43
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	151	6	0	0	157
	Female	67	1	0	0	68
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	13	9	4	1
	Female	8	3	1	1
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	52	28	25	3
	Female	24	8	3	0
	Others	0	0	0	0
General	Male	48	19	10	10
	Female	14	6	2	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		159	73	45	15

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>With respect to implementation of National Education Policy (NEP), DYPCOEI is working on following areas: Emphasis on conceptual understanding rather than rote learning and learning-for-exams. creativity and critical thinking to encourage logical decision-making and innovation. Ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, diversity, equality, and justice. Life skills such as communication, cooperation, teamwork, and resilience. Focus on regular formative assessment for learning rather than the summative assessment that</p>
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	<p>encourages today's learning methods. Extensive use of technology in teaching and learning process with educational planning and management. Teachers as the heart of the learning process – their recruitment, continuous professional development, positive working environments and service conditions. Regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through good governance, and empowerment. Research in education and development. Continuous review of progress and regular assessment by educational experts</p>
2. Academic bank of credits (ABC):	Not Yet Applicable being Affiliated Institute.
3. Skill development:	<p>Students are exposed to have hands-on on various subjects. Emphasis is given on the development of analytical, synthesizing abilities and reflection in learning application-based knowledge. This helps in bridging the conceptual and practical gap of respective subjects of multidisciplinary domains. Experiential learning emphasizes applying knowledge and skills to real-world situations to expand learners' knowledge and improve competency in skills and behaviors.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>DYPCOEI places great importance on celebrating various events and festivals, and in promoting cultural activities. Environmental Day, Teacher's Day, and Guru-Purnima are just a few of the many occasions observed by the Institute. Moreover, the Institute makes it a point to celebrate major festivals such as Ganesh Festival and Diwali with great fervour. In fact, competitions like Ganesh-idol making, lantern and Expression, the annual social gathering, is a much-awaited event in which students and staff come together to showcase their talents. This event includes a variety of performances such as singing, dancing, fashion shows, dramas, musical instrument performances, traditional days, and more. The Institute also engages in various additional activities through the NSS, such as Street Plays with a Social Cause, Road Safety, Traffic Regulations, and more.</p>
5. Focus on Outcome based education (OBE):	Right from its inception, DYPCOEI has adopted Outcome Based Education (OBE) and Student-

centric approach. The institute has a vision to achieve excellence in quality education through value based rapidly changing technologies and create technical Human-Resource with proficiencies of accepting new challenges. Towards this vision, the management, faculty and staff are working on mission of continuously striving to impart value-based education to elevate satisfaction level of all stakeholders, taking dedicated efforts to create competent professionals by effective teaching learning process with passion of lifelong learning attitude, promoting and supporting innovative research, entrepreneurship, development activities through Industry Interaction. The Institute has experienced, dedicated and highly qualified faculty (6 PhD holders, 8 pursuing PhD and 32 post graduate), state-of-art infrastructure and an environment conducive for learning, research and innovation. In addition to the regular academics, there are several co-curricular and extra-curricular activities are conducted for the holistic development of student in DYPCOEI. Several value-added programs are conducted for technical growth of the students. Honour Courses with options for Major and Minor have been introduced as per SPPU guidelines in Artificial Intelligence (AI), Internet of things (IoT), Robotics, etc. Students undergo many co-curricular and extra-curricular activities like NSS camps, social and environmental cause events, International Yoga Day Celebration, Sports, Cultural Events, Induction Programmes, Farewell Programmes, Art workshops, Quizzes, Veteran's Visits, Celebrity Visits etc. Institute has e-bulletin published every month on institutional website to give information of these activities. Every Department has their own Students' Association through which, several programs are organized every semester. We believe that education should foster confidence, discipline, clarity in thought and decision-making ability to set and achieve goals, and above all, social responsibility as a life-long process. Therefore, we create opportunities and inspire our students to achieve their goals along with all necessary graduate attributes.

6. Distance education/online education:

Not Applicable as all the programs offered by the institute are full time programs affiliated to Savitribai Phule Pune University, Pune.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
979	883	809	621	668

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

2 Teachers

2.1

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

Response: 142

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	54	56	55	60

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
378.60	241.56	43.05	293.82	146.50

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Curriculum

Dr. D. Y. Patil College of Engineering and Innovation, Varale, Talegaon approved by AICTE and affiliated to **Savitribai Phule Pune University (SPPU)**, Pune follows the curriculum prescribed by the university. This curriculum is revised periodically by the university Board of Studies.

Academic Calendar

The SPPU publishes the **University Academic Calendar** for both the semesters. The academic calendar providing details regarding date of commencement of academic session, duration of semester, period of internal assessments and semester end examinations in an academic year. Based on the University Academic Calendar, the **Institute Academic Calendar** is prepared.

Course Plan

A course plan for each course is designed by the faculty by referring the time table, syllabus and institute academic Calendar.

Teaching Methodology

The teaching methodology in the institute comprises of but not limited to Chalk –Board method, Projector method, practical demonstration and industrial site visits. E-Learning through course related YouTube videos, NPTEL is highly favoured.

Implementation and Monitoring

The Heads of Departments (HoD) allocates the courses (theory and laboratories) to the faculty members by considering their specialization and expertise besides their preference. Based on Blooms' Taxonomy, and Program Outcomes (PO's) and Program Specific Outcomes (PSO's) faculty prepare the course delivery plan.

The department prepares the timetable for theory, lab courses, and project work based on the credits allotted for each course, along with slots for remedial classes, and industry-oriented certification courses.

The faculty prepares a comprehensive lesson plan and study materials such as lecture notes, a question bank, PowerPoint presentations, laboratory manuals focusing on **Outcome Based Education (OBE)**, and uploads it to the institute website after review by HoD. The faculty then delivers the course as per the lesson plan using ICT tools and innovative teaching-learning pedagogy.

The **HoD weekly Meetings with principal** and **Internal Academic Audit** reviews the content delivery with respect to CO's and verify using **Management Information System (MIS)** and **Green Book**.

Study Material

The **library** is the main source of study material. The reference books of highly recommended authors related to the courses are available in the institute library. Study material is also provided through NPTEL, YouTube and other E-Learning resources.

Cocurricular Activities

The course delivery, model-based learning, group discussions, seminars, workshops, industrial visits, and industry-oriented certification courses are conducted for skill development and to bridge the curriculum gaps. The HoD/ Dean Academics interact with stakeholders to review the effectiveness of course delivery at regular intervals. Further, the faculty identifies the slow and advanced learners based on their continuous internal evaluation. Counselling support is provided through **Teacher Guardian (TG)**. The advanced learners are encouraged for SWAYAM/NPTEL, Coursera, edX, etc to facilitate self-learning.

Continuous Assessment:

COs are assessed through Mid-SEMSPPU examination & Assignment Examinations, Home Assignments, Tests and Lab records. The COs are mapped against each question and CO analysis is carried out by faculty for Outcome Based Education (OBE) Manual 12 each course and documented. The contribution of COs is assessed in high, moderate and low levels, towards the attainment of POs/PSOs.

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

1.2 Academic Flexibility

1.2.1

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

Response: 22

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1

[View Document](#)**1.2.2**

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

Response: 48.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
612	486	0	443	368

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

1.3 Curriculum Enrichment**1.3.1**

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

Response:

DYPCOEI is affiliated to SPPU, a leading University at National level. SPPU syllabus has many courses related to issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability. DYPCOEI has added some co-curricular and extracurricular student activities to further address these issues

1. Professional Ethics:

A course named Professional Ethics and Etiquettes to Third year students:

- To learn importance of ethics and the rules of good behaviour for today's most common social and business situations.
- To acquire basic knowledge of ethics to make informed ethical decisions when confronted with problems in the working environment.
- To develop an understanding towards business etiquettes and the proper etiquette practices for different business scenarios.
- To learn the etiquette requirements for meetings, entertaining, telephone, email and Internet business interaction scenario.

2. Gender equality:

The institutes believe and follow gender equality by providing equal opportunities to study, work together and lead in every activity. Gender equality is responsibly practiced by the institution. The same is taught using audit courses named "social responsibility". Management of the institute is regularly checking the smooth atmosphere of the classrooms to avoid any untoward gender violation. Girls and boys both are allowed to express their views while delivering sessions and executing students' activities. Seminars, women's day celebration, workshops are conducted to teach students about the importance of gender equality.

3. Human Values:

At second year the subject called Humanity and Social Science is taught with following objectives:

- Awareness of the various issues concerning humans and society.
- Awareness about responsibilities towards society.
- Sensitization about broader issues regarding the social, cultural, economic and human aspects, involved in social changes.
- Understanding of nature of the individual and the relationship between self and the community.
- Understanding of the major ideas, values, beliefs, and experiences that have shaped human history and cultures

4. Environment and Sustainability:

An audit course at second year level called Environmental Studies has been introduced with course outcome:

- Understanding the importance of ecological balance for sustainable development.
- Understanding the impacts of developmental activities and mitigation measures.
- Understand and realize the multi-disciplinary nature of the environment, its components, and inter-relationship between man and environment
- Understand the relevance and importance of the natural resources in the sustenance of life on earth and living standard

DYPCOEI celebrates days of National and International importance as Republic Day, Women's Day, Independence Day, Teacher's day, Human Right Day, International Yoga Day, plastic free day etc. These celebrations nurture the moral, ethical and social values in the students. Gender Sensitization The college has Women Grievance Cell and Grievance Redressal Cell to provide counselling to students, promote gender equity among students and also deal with related issues of safety and security of female students, staff and faculty. DYPCOEI campus is secured with CCTV surveillance. The college has an integrated rain water harvesting system along with STP. The waste water is reused for gardening in the college campus. The STP water is also used for gardening. There is an extensive ongoing tree plantation program.

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

1.3.2

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

Response: 45.35

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

Response: 444

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 39.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
225	159	72	49	15

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
240	240	240	300	300

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 43.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
82	73	48	32	5

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

2022-23	2021-22	2020-21	2019-20	2018-19
95	74	101	150	127

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 19.2

2.3 Teaching- Learning Process

2.3.1

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

Response:

The institute has been practicing student-centric methodologies to impart quality technical education like experiential learning, Participative Learning, Interactive Learning, Project Based Learning, problem solving methodologies, etc. Both inside and outside the classroom, to enhance students' learning experience. These methods ensure the active participation of students in creative learning with the development of their problem-solving ability.

The institute facilitates faculties to orient towards Outcome-Based Education (OBE). Faculties use innovative methods in the Teaching & Learning process. They provide platforms to students for independent exploration, self-study, peer learning, Project-based learning and guide them to develop effective 'Learn to Learn' skills.

Experiential Learning

Students are exposed to have hands-on on various subjects. Emphasis is given on the development of analytical, synthesizing abilities and reflection in learning application-based knowledge. This helps in bridging the conceptual and practical gap of respective subjects of multidisciplinary domains. Experiential learning emphasizes applying knowledge and skills to real-world situations to expand learners' knowledge and improve competency in skills and behaviors.

Participative Learning

To make Students more active and social, they are exposed to work in a team or group. We promote a participatory learning culture that encourages students to try new things and learn from their mistakes. Participatory learning allows students to investigate information across discipline and apply it to contexts of collaborative learning that are relevant to them. This is accomplished through various means like Flip classroom, mini-projects, Case studies, Short term tasks, Tutorial's, Study visits, blended learning, and Technical debate.

Problem Solving Methodologies

Problem solving methodologies are adopted in teaching learning processes. Institute emphasizes project-based learning (PBL) as an effective tool for enhancing learning levels of the students. Mini-projects are assigned by the departments to the students and are evaluated by external experts from outside the institute. Different Value Addition Programs (VAPs) are conducted by the departments to support advance technological requirements of the students to build the technical skills and decision-making capacity. This helps in enhancing problem solving ability of them. In addition to the curriculum, students are motivated and assigned design-based problems. Students are encouraged to develop prototypes, experimental kits and innovative project based on the outcome of problems assigned to them.

Interactive Learning

Students' participation is ensured by applying different participative learning activities, like brain storming sessions, panel discussions, tutorials, case studies, mid lecture activity and role play during classes. This helps in understanding the concepts & working methodologies effectively. Faculty plays an important role in designing & execution of various participatory activities. The faculty uses chalk and board and audio-visual aids in teaching. Students are also encouraged to interact during the lecture hours by getting the doubts clarified. Faculty uses models charts for interactive teaching-learning.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	54	56	55	60

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

2.4.2

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

Response: 6.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	2	2	2

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

At the DYPCOEI, an examination cell is constituted every academic year, comprising of a senior Faculty member as College Examination Officer (CEO), Senior Supervisor, Asst. Senior Supervisor, other teaching faculty and non-teaching staff as members for smooth conduction of end semester examination.

The end semester examination is conducted by SPPU, and the students appear for the examinations conducted in the college. The college follows strictly the guidelines and rules issued by the SPPU while conducting internal mid-SEM and external End-SEM examinations. For conducting the internal assessment test, a department level coordinator/committee is constituted for smooth conduction of internal assessment within the department.

Broadly, there are two assessments at DYPCOEI:

- (1) Comprehensive External End Semester Examination (ESE) and
- (2) Continuous Internal Assessment (CIA).

The ESE is controlled by SPPU. The role of DYPCOEI is to implement the directions given by SPPU. The

exam-related activities of ESE such as the preparation of question papers, exam supervision, answer-sheet evaluation, result declaration, etc. are carried out by the SPPU. All information related to ESE is communicated in advance, and the same is communicated to the students accordingly by all the HoDs.

The assessment ratio of ESE and CIA was 70:30 respectively. The CIA is controlled by the HoDs and Exam Cell whereas the College Examination Officer (CEO) will control the entire process. The preparation of the question paper, smooth conduct of the Exam, and evaluation are controlled by the CEO for Mid-Sem evaluation. T

MECHANISM FOR GRIEVANCE REDRESSAL

The DYPCOEI is keen to address grievances related to assessments (both ESE and CIA). Students have multiple channels to raise their grievances including the subject teacher, teacher Guardian (TG), Head of the Department, CEO, Principal, and the web portal.

The grievances are classified into **College Level** and **University Levels**.

COLLEGE -LEVEL Grievances

If a student raises that the marks, he/she scored for any paper is not up to his/her expectations, the student can opt for revaluation through a letter within seven days of declaring the results on notice board. The students can also make use of the web portal or suggestion box. The principal, IQAC, and CEO continuously observe every process of internal assessments and make necessary rectifications.

UNIVERSITY-LEVEL Grievances

The grievances related to end-semester SPPU examinations such as revaluation, duration, and relevance of the question are collected by the principal through the HoDs and CEO, and the same is communicated to the exam section of the SPPU. Students can obtain photocopies of their answer sheets from the University.

DYPCOEI has taken the following measures to achieve transparency in the internal assessment process:

- A planned exam schedule in the DYPCOEI Calendar
- Consolidation and calculation of CIA explained to students at the beginning of the semester and after evaluation (Grievance if any)
- The CIA schedule and Practical/Oral Question Patterns are circulated to all the students
- The final 'internal marks' are verified and signed by the concerned class teacher, HoD and Principal and displayed it on Notice Bord or circulated . A copy is displayed on the notice board.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) are well displayed on the **DYPCOEI website** as well as displayed at **prominent places in the campus**: library, principal and HOD cabins along with the Vision, Mission of the institute.

At the time of admission, faculty counsellors who are engaged in the admission process explain to the potential students about the learning outcomes, objectives of the programme, the career prospects and the domain related value-added programs offered by the institute along with the SPPU syllabus.

During the Induction Program program of all the courses, along with parents the students are given the knowledge of POs, PSOs, COs, Vision, Mission and the rules and regulations of the institute by the principal.

The industry experts are invited at various events to interact with students and teachers. They share their experiences on how a specific course helped to shape their career and thus encourages students to look positively towards the outcomes of programme.

All the departments **maintain the course files** comprising the list of Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes by the faculty.

To strengthen the learning outcomes, institution make efforts through organising or attending FDP's, workshops, conferences, NPTEL videos and seminars by calling industrial experts, professionals and resource people, which helps to improve the knowledge base of faculty members.

Principal and HoDs are making sure that every faculty has understood the **OBE philosophy** while assessing the POs and COs and thereafter the is evaluation through students' performance in the internals and SPPU exams.

An **indirect assessment** of the fulfilment of these outcomes is done by the faculty during the semester using internal home assignments to discover if they have been able to do what was intended when they are admitted to the course.

Each faculty will be given charge of 20 students (**Teacher Guardian**) who will in turn observe the development of the students, give counselling if required, calculate the attendance and communicate with the parents periodically if needed to discuss the growth of the students.

The courses in which the student seems to lag behind are taken for **remedial classes**. If the student is from a socially or economically deprived class, they are given scholarships as per the government and institutional policies, and also are supported by the philanthropists to enable to progress through knowledge which is the motto of DYPCOEI.

Regular seminars, debates, case studies, quizzes pertaining to the relevant subjects are conducted in the class room **to make learning an integrated and interesting process.**

Extension activities such as awareness camp, tree plantation, blood donation activities enable the students to think out of the box and be creative, proactive and inculcate the values of ethics in students. As a result of this continuous and constant mentoring from the qualified and enthusiastic faculty members, the DYPCOEI was able to make many students to score distinctions. The **extracurricular activities** have made the students achieve awards which are highly exemplary of the **attainment of the outcomes.**

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Attainment of POs and COs:

The assessment tools and processes used for measuring the attainment of each of the Program Outcomes and Program Specific Outcomes are mentioned below:

Method of assessment of POs, PSOs:

The POs and PSOs are assessed with the help of COs of the relevant courses through direct and indirect methods. **Direct methods** are provided through direct examinations or observations of student knowledge or skills against measurable course outcomes. The knowledge and skills described by the COs are mapped with specific questions of SPPU MID-SEM Examination, internal exams, home assignments and ESE SPPU Examinations. Finally, POs are assessed using COs of all the courses.

At the end the semester, **SPPU conducts examinations** based on the result published by university the COs are measured. Assignments are given at the end of each module. The assignments are provided to students and they refer the text books and good reference books to find out the answers and understand the expected outcome of the given assignment. Internal tests are conducted per semester for the following purposes: To ensure that students have achieved desired level of competencies at **unit level.**

To evaluate, whether corresponding COs are achieved or not. **According to the performance** of the student in answering each question, mapping is carried out with the respective COs for assessing the

attainment level of the specific COs of the course.

Alumni survey is an important assessment tool to find out following important factors: **Indirect once** in a year Level of relevance of the curriculum with the expected skills of the industries. The level of attainment of goal for the specified program. Employer surveys are also conducted for finding out whether the knowledge, skill and attitude learned from DYPCOEI is adequately satisfying their expectation or not.

The objective the conducting the student **exit survey** is to identify several factors for future strategy framing once in a year. To understand the impact of training they understand the strength and weakness of various Value-Added Programs (VAPs) and pre-placement training imparted.

Since **Outcome Based Education (OBE)** focusses on student competency, it concentrates on the outcomes or goals instead of just marks or scores in the SPPU Examinations. Therefore, the goals which could be a certain number of skills and knowledge that the learner should have at the end of the course.

The **assessment methods are defined** to measure the achievement of these goals. The teachers take the role of being facilitators and mentors. Constructive feedback from the students also helps in reshaping the additional VAPs and activities to be given to the students.

The **COs are attained** through the following **instructional activities**:

<ul style="list-style-type: none"> • Lectures • Tutorials • Laboratory Experiments • Assignment • Demonstrations • Projects 	<ul style="list-style-type: none"> • Field work • Industrial Training • Internship • Educational Tours • Site Visits 	<ul style="list-style-type: none"> • Quiz • Discussions • Presentation • Case study • Debates
---	---	--

The **OBE process manual** is provided to the faculty and also available on DYPCOEI website for the students. The manual demonstrates the step-by-step procedures and **case study** which helps the faculty to map and evaluate COs and POs.

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

2.6.3

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

Response: 90

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

last five years

2022-23	2021-22	2020-21	2019-20	2018-19
180	171	233	235	207

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

2022-23	2021-22	2020-21	2019-20	2018-19
202	212	247	238	241

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.62

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 5.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.58	0	0	1.41	0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

DYPCOEI ecosystem for Research innovations and Incubation:

DYPCOEI has created an Ecosystem for Innovations including Incubation Center and other initiatives for creation and Transfer of knowledge. DYPCOEI has signed MOUs with Sardar Patel Institute of Technology, Mumbai and few industries to provide entrepreneurship to the student and training to the faculty. The institute has also initiated establishment of industry-based labs.

Research, Innovation Incubation Center (RI2C) has been established in DYPCOEI campus in collaboration with Go-Green technology pvt ltd., Mumbai as a part of initiatives for Entrepreneurship skill Development and Start up in student.

A kit containing the IoT interface computer and external world have been purchased in RI2C. Real life

problems for the final year projects and pre final year internships are given to understand and implement the idea and solutions for the society.

The **Research Policy** of DYPCOEI has been devised a general framework within which all the research activities of faculty and students are going to be carried out. The Research Policy aims to create and nourish a research culture among the members of the faculty and students, with a view to enrich the professional competence of the faculty, to develop and promote research aptitude among the students and to create a conducive environment for research and innovative activities in the campus.

Research and Development activities proposed:

- Allocation and Utilization of Research funds
- Support the financial assistance to the faculty and students
- Participation in Conferences, Seminars, Workshops, Symposiums, FDP
- Tracking of research publications in terms of citations in refereed Journals
- Establishment of Center of Excellence
- Registration of PhD by the faculty in recognised institutes
- Verification of plagiarism of research papers
- Preparing and submitting of research proposals
- **Organisation of awareness programs for IPR**
- **Preparation and registration of IPR**
- Dissemination of information of research proposals to the funding agencies
- Preparation and applications of research proposals
- Seed Money for filing of patents and copyrights
- Seed Money for Prototype Projects, Innovation and Incubation
- Funds for participation in competitions
- Organization and participations in Hackathons, Expert Lectures and Workshops

Guidelines for Research and Development activities:

- Faculty should **submit proposal to any funding agency every year**
- HoD should take the follow-up and maintain the record
- Department must have **MoU with research organization and Industry**
- **IPR registered** must have the institute name as an address place.
- Authors must **submit the plagiarism report** before applying.
- **Faculty must submit a report and also give the presentation to the students and faculty**
- Advances will be granted up to 50% of the expenses on case-to-case basis.
- Advances be must have to settled with account section within 15 working days.

To achieve high quality research ambience in the Institute, RI2C is set up with the objective of developing the strategic plan for scientific and technology research and ensuring the implementation of such plans. The RI2C provides specialized administrative and managerial support for the operation of academic research, sponsored research, consultancy and other R&D related activities of the Institute.

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

3.2.2

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

Response: 41

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	4	1	3	3

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

3.3 Research Publications and Awards**3.3.1**

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

Response: 0.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	3	0	4

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

3.3.2

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

Response: 0.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	3	0	4	54

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

3.4 Extension Activities

3.4.1

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

Response:

The Program Educational Objectives (PEOs) of DYPCOEI are as follows:

PEO-1	To prepare graduates to apply their knowledge to solve real life problems
PEO-2	Induct Professionalism, Soft-Skills, Social Awareness, and Responsibilities among the Faculty and Students
PEO-3	Inculcate the urge for life-long learning and Professional Ethics
PEO-4	Motivate students and faculty for vertical growth and to understand new trends in Technologies

The **PEO-2 and PEO-3** statements emphasise on social concern, good citizenship and ethics. DYPCOEI coordinates **Extension Activities** and carry out **Institutional Social Responsibility Initiatives (ISRI)** towards **PEOs**.

All the students participate in the extension services imbibing the inherent values of service learning. Community engagement nurtures social sensitisation, concern for the disadvantaged sections of the society, environmental consciousness and humanities.

The social engagements have created an impact on community related to nature, cleanliness, energy management, women empowerment, environmental sustainability, social welfare, awareness of Government schemes, rural infrastructure development etc. Involvement in extension activities nurtures holistic development and moulds integrated personalities. The extension activities facilitate community development, social sensitisation and holistic development.

The **National Service Scheme (NSS)** at DYPCOEI is a vibrant student organization that aims to community service and social activities. NSS is a voluntary program implemented by the Ministry of Youth Affairs and Sports, Government of India, with the objective of fostering social responsibility, leadership qualities, and a sense of civic engagement among students.

1. Community Service: NSS organizes various community service activities such as blood donation camps, cleanliness drives, tree plantation, health and hygiene awareness programs, and visits to orphanages and old age homes. These activities provide students with an opportunity to directly impact the lives of the underprivileged and contribute to society.

1. Awareness Campaigns: NSS conducts awareness campaigns on crucial issues like literacy, gender equality, environmental conservation, and health and sanitation. Students actively

participate in creating awareness through rallies, street plays, and interactive sessions in nearby communities.

1. **Special Camps:** NSS conducts special camps in rural areas, tribal communities, and backward regions to understand the challenges faced by marginalized sections of society. Students work on projects related to education, healthcare, and infrastructure development during these camps, promoting sustainable solutions and fostering empathy.

1. **Collaboration with NGOs:** NSS actively collaborates with NGOs, government organizations, and other student clubs to create a broader impact. Such partnerships allow us to leverage collective resources and expertise for the betterment of society.

Some of the Outcomes of Extension Activities at DYPCOEI are as follows:

COVID-19 Vaccine Awareness Event 16th March 2021

World Soil Day: 5th December 2019

Cleanliness Drive at Varale Village: 30th Jan 2019

Cloth Donation Camp: 13-27th Feb 2023

Blood Donation Camp: 6th June 2023

Food Fest Event: 23rd February, 2019

International Yoga Day, 21st June 2019

No Horn Day, 12th Sept. 2018

Pledge for Tobacco Control, 11th July 2019

Blood Donation Camp, 4th July 2022

Tree plantation Activity, 15th August 2019

Tree plantation Activity, 7th June 2023

Road Safety Day, 11th Jan, 2022

Earth Day: Invest in Our Planet, 22nd April 2022

Single Use Plastic awareness, Plastic Free Day, 3rd July 2023

Energy Conservation Awareness Activities

Green Environment Campaign

Parinda for Birds: Bird Shelter, Food and Water Activities

Road Safety Activities

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

3.4.2

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

Response:

DYPCOEI has received Awards and Recognition for its involvement in extension activities from Government recognised bodies. During the last five academic years the Faculty, Staff and students of the Institution has donated blood to the Society. The details of awards and recognition received are listed in the following table.

Sr. No.	Name of the Activity	Year	Award	Organization
1	Blood Donation Camp	2022-23	Certificate of Blood Donation	Chakan Blood Bank
2	Prof. (Dr.) Alpana P Adsul (HOD – Computer Engg) Regd. No: 1216 has successfully completed Yoga Teacher Training Course on 22nd May 2023 Evaluated and certified to conduct Yoga Level 1 by	2022-23	Certified Yoga Teacher	Indian Yoga Association

	yogism.			
3	Digital Education and Innovation	2022-23	Excellence in Digital Education and Innovation	New Normal Education Leadership Summit
4	Advances in Polymer Processing for Sustainable Development organized by Polymer Processing Academy, IIT Bombay, and Pillai College of Engineering 15-OCT-2022	2022-23	Certificate of Appreciation	National Education Society at Pillai College of Engineering
5	Academic Research (Dr. Suresh N. Mali)	2022-23	Outstanding Research Scholar (Dr. Suresh N. Mali)	New Normal Education Leadership Summit
6	Sustainable Patents for Environment	2022-23	Life Time Achievement Award	NITI AAYOG, Government of India
7	Patents for Social Reforms	2022-23	Savitribai Phule Excellence Award for Social Reforms	NITI AAYOG, Government of India
8	SWAYAM-NPTEL Local Chapter – Audit courses on Environmental Sustainability	2022-23	NPTEL Certificate of Appreciation	SWAYAM-NPTEL
9	All India Dance, Drama , Music and Vocal Contest / Fest - National Level Dance Competitions	2022-23	Talent Certificate of Bhrat Natyam	Akhil Lokkala Cultural Organization (Member of International Dance Council, Paris)
10	Blood Donation Camp	2021-22	Certificate of Blood Donation	Chakan Blood Bank
11	Academic Education and Student Activities	2021-22	Most Emerging & Trusted Engineering College of the Year 2021	Begin-up Research Intelligence Private Limited
12	Research on Copy protection activity Dr. Suresh Mali	2021-22	Patent Granted on SYSTEM FOR PRIVACY DETECTION AND METHOD	GOVERNMENT OF INDIA

			THEREFORE	
13	Personality Development Contest	2021-22	Mr. Maharashtra Best Personality Award	SRK Production Nashik
14	Waste Collection and Management under Smart City using IoT Mr. Yoges Nagvekar	2020-21	Patent on Waste Collection and Management under Smart City using IoT	Australian Patent Awarded
15	Environment Friendly Low cost multicolour Brick	2020-21	Patent Environment Friendly Low cost multicolour Brick	Australian Patent Awarded
16	Research activity on Seed Testing for Farmers Dr. Suresh Mali	2020-21	Patent Granted SYSTEM FOR SEED TESTING 2020-21	GOVERNMENT OF INDIA
17	Hybrid Concrete using waste material	2019-20	Patent Hybrid Concrete Hydrated sludge and Bagasse using Line	Indian Patent Awarded
18	Blood Donation Camp	2018-19	Trophy of Blood Donation	Sasun Hospital, Pune
19	Advanced Traffic Controlling System	2018-19	Patent on Advanced Traffic Controlling System	Indian Patent Awarded
20	NSS Department of SPPU organized the event "NSS Wari Mahakalpa Abhiyaan- Guinness World Record " on 23rd June 2019. In this event NSS department of SPPU set a world record of Distribution of 16731 Neem saplings. These saplings will be planted on the road of Wari path.	2019-20	Trophy of by SPPU	SPPU

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

3.4.3

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

Response: 14

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	0	1	3	5

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

3.5 Collaboration**3.5.1**

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

Response: 144

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The infrastructure facilities and learning resources available at DYPCOEI can be categorized as under:

(a) Learning Resources: Adequate number of class rooms, laboratories are well supported with library, computer centre, meeting room and seminar hall.

(b) Support facilities: Sports ground and facilities for indoor games including Yoga centre are available for the students even after college hours. The hostel facility and college canteen provided in the campus gives homely atmosphere to the students.

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

(a) Learning Resources:

- Class Rooms: 10
- Tutorial Rooms: 02
- Laboratory for First Year: 04
- Laboratory other than First Year: 14
- Workshop: 01
- Additional Laboratory: 02
- Drawing Hall: 01
- Computer Centre: 01
- Seminar Hall:02
- Library and Reading Hall with Digital Library facility
- E-journal and e-book facilities
- Counselling Rooms: 02
- Placement Office and interview Rooms: 04
- Language Laboratory: 01
- IQAC Office: 01
- Board Meeting Room: 01
- Research Innovation and Incubation Center (RI2C)
- IT infrastructure with 100 MBPS internet access

- Licence System and application Software

Every class room is provided with LCD projection to deliver multimedia presentations during the theory sessions. To get hands on experience students can see the demonstrations of the faculty on LCD even during the practical sessions.

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

(b) Support facilities:

DYPCOEI encourage the students to participate in various college level, state level and national level competitions by providing financial support. The college has tradition of forming **Student Council** every academic year. In addition to organization of events students are allowed to learn western dance, classical dance, Music (vocal and instrumental) in Student Activity Centre (SAC).

1. The college had earmarked five acres of land for Outdoor games namely: Cricket, Volley Ball, Throw Ball, and multipurpose ground for Soft Ball and Foot Ball.
2. The college is provided with Indoor games also in an area of nearly 250 Sq. m. which is furnished with Gymnasium and accommodating the indoor games like Table Tennis, Caroms, Chess etc. to hone the skills in the respective games as well as to enhance the physical fitness of the students and faculty.
3. The institution provides indoor game facilities for Table Tennis, Shuttle, and Badminton. Full Time qualified trainers, trains students in caroms, chess, table tennis and students participate in National tournaments.

(c) Utilities:

- Drinking Water with Water Cooler
- Power Backup DG Set
- CCTV cameras for Security
- Single Entry Gate for Security
- House keeping team for Cleanliness in the Campus
- Maintenance Team to keep all infrastructure intact
- IT team to make our Intra-campus Computer network intact
- Center Store to provide all necessary consumables and equipment as per the need of students and faculty
- HR section to provide necessary human resource as and when required to all the departments
- MIS team for the necessary Software development

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

4.1.2

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

Response: 21.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
77.01	55.71	.37	41.03	63.6

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

4.2 Library as a Learning Resource**4.2.1**

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

Response:

DYPCOEI library has been established since 2014. More than 400 Sq. Meters of buildup space has been allocated to the library, digital library and reading room. The DYPCOEI Library has been working to ensure that it provides the best services to its users i.e., faculty, students and staff

DYPCOEI Library has been automated using KOHA Open-Source software. This provides access to bibliographic records of all the print books available in the library, full-text of e-books, institutional repositories other useful resources etc.

To meet the growing needs for electronic resources and for maintaining highest academic integrity in DYPCOEI, various steps were undertaken by the library committee during the past few years. This includes integration of various print and electronic resources, creation of institutional repositories, digitization of rare books/documents, subscription to some of the best e-resources like EBSCO, Turnitin plagiarism software, News Papers etc. Besides these, the library has Wi-Fi access to databases provided by EBSCO even on mobile phones within the campus.

The library has about 1309 titles and 4878 volumes needed across all the departments. There are about 900 e-book titles of various publishers in the library. Every year books are getting added depending upon the technological advancements and as per SPPU syllabus revisions. In addition to these books the library is equipped with 12 dedicated PCs in the digital library. The library is available to the students from 9.30 am to 10.30 pm where the students can do their studies in the reading hall and also use the digital library facility.

Every year final year project reports are also deposited in the library for the ready references of next generation of students of DYPCOEI.

Digitization of SPPU Question Papers of all the previous years has been kept in the library and also available to the students through Wi-Fi within the campus. The students can access, download and take the printout or photocopy in the reprographic facility provided in the campus. There are two Discussion and Counselling rooms available in the library for group discussions and counselling of students by the faculty.

DYPCOEI Library has also developed a user-friendly portal the link of which is available on college website. Following are few important useful links which can be accessed:

1. EBSCO, e-Books, E-Journals, DELNET
2. NPTEL Videos
3. SWAYAM Online Course
4. News Paper Link
5. News Paper Clipping
6. National Digital Library
7. E-Pathshala
8. syllabus
9. Job Alerts

10. Institutional Repository
11. OPAC
12. Library Membership Form
13. Book Recommendation Form
14. Journal Recommendation Form
15. Feedback Form
16. Library Fine Form
17. Book Requisition Form

EBSCO Information Services (EBSCO) creates and offers nearly 400 research databases, each designed to support research and learning for a specific audience or in specific areas of study. DYPCOEI has a subscription of EBSCO every year spending around two lacks per year.

Library Committee takes regular review to understand the requirements of the faculty and students. The students are consistently visiting to the reading room and availing the facilities of the library.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

IT facilities at DYPCOEI

IT facilities at DYPCOEI have been updated on regular basis. Also, new IT equipment has been purchased as per the requirements.

In Academic year 2018-19, 100 new desktop systems (I3 processor, 4 GB RAM, 250 GB HDD) purchased to upgrade computer labs. Also 3 New Epson projectors were purchased to support ICT. These projectors were installed in two classrooms and seminar hall. To maintain computer laboratories, regular purchasing of keyboards, mouse/RAM and other hardware components is the routine process of store depending upon the requirements.

In Academic year 2019-20, 50 new desktop systems (I3 processor, 4 GB RAM, 250 GB HDD) purchased to upgrade computer labs. Also, CCTV cameras with one CCTV DVR are also installed to keep an eye everywhere in the campus for security purpose.

In Academic year 2020-21:

- 50 Desktops – Core i5, 6th Gen, 8GB RAM, 128GB NMVE, 250GB HDD, 20-Inch Monitor, Keyboard & Mouse
- Also, Firewall hardware and software was purchased to make the intra-campus computer network secured from cyber security point of view.

In Academic year 2021-22:

- 30 Desktops - Core i5, 6th Gen, 8GB RAM, 128GB NMVE, 250GB HDD, 18.5-Inch Monitor, Keyboard & Mouse
- 50 Desktop - Core i5, 10th Gen, 8GB RAM, 256GB NMVE, 500GB HDD, 18.5Inch Monitor, Keyboard & Mouse
- 25 Desktop - Core i5, 10th Gen, 8GB RAM, 256GB NMVE, 500GB HDD, 18.5Inch Monitor, Keyboard & Mouse

In Academic year 2022-23, 25 headphones were purchased for the Language lab. Also, 50 HP desktop with 4 GB RAM, one Laser printer, and 6 BENQ MX 550 Projectors (3600 ANSI Lumens, XGA, VGA, HDMI Port, 15000 HR with contrast Ratio 20000:1) were purchased to upgrade our existing class rooms and labs and to prepare new computer labs. Also, ESP 32-based mobile Embedded and IoT interfaces Testing platform from Go-Green Technologies Pvt Ltd has been purchase to establish IoT lab as a part of Industry-Institute interaction.

To increase the Power backup uninterrupted supply to all Computers of all the laboratories with 125 KVA,3 Ph Electric Generator DG Set from Accurate Powertech has been recently purchase to handle power back system for the entire campus.

To enhance the bandwidth of computer network within the campus Optical Fiber Cable (OFC) supported by advanced Switches have been introduced within the campus which is now supporting bandwidth up to 200 MBPS.

Also, CCTV cameras with one CCTV DVR are getting installed to keep an eye everywhere in the campus for security purpose as per the need time to time.

Any requirements of additional portable Hard discs, printers, scanners are also procured as per the demand to all the departments.

Based on the natural growth of department of Computer Engineering and Artificial Intelligence Data Science new labs, training centres and digital library requirements are getting fulfilled by new setups of laboratories.

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

4.3.2

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

Response: 4.85

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

Response: 202

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 27.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
105.88	79.391	12.34	82.31	28.80

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 80.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
811	695	642	503	547

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 27.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
453	123	339	0	157

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 39.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
140	155	29	27	110

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

2022-23	2021-22	2020-21	2019-20	2018-19
220	212	247	238	241

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

5.2.2

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

Response: 6.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	7	10	15	4

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

5.3 Student Participation and Activities

5.3.1

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

Response: 8

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	0	0	0

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 12

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	15	0	10	14

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni association of DYPCOEI was formed in the year 2021 with the name: “**Alumni Association DR. D Y PATIL College of Engineering & Innovation (AADYPCOEI)**”. The institute has Alumni database of more than 3500 Alumni students with their mobile and email-ids. The Institute organizes Alumni meet every year by contacting them using this database. We use to connect them on one-to-one basis telephonically as well.

The aims and objectives of the Association are as follows:

A. To provide a forum for the Members of the Alumni Association to interact amongst themselves as also with the Principal, Teachers and the present students of DYPCOEI.

B. To bring together the ex-students of DYPCOEI and to promote fellowship amongst them and their families.

C. To disseminate knowledge and know-how for the mutual benefit of the Members as also for the benefit of the Institute.

D. To undertake

(i) Intellectual, academic and cultural activities

(ii) Sports and games

(iii) Entertainment Programmes

(iv) Improvements to existing infrastructure of the Institute and.

(v) Social service etc. for the benefit of all the Members and also to the Institute and for the society at large.

Most of the Alumni of our institution are successful in their career. During the meet, they interact with the students, faculties, and management as well as share their ideas for improvement of the overall progress of the institute and department. These Alumni members are regularly apprised about the activities and developments of the college through social media networking and e-bulletin available on web site of the institute.

Alumni frequently visit the institution and deliver guest lectures on career guidance in their areas of expertise and motivate young minds. They share their experiences regarding time management, self-discipline, and career management.

Successful Alumni entrepreneurs are often invited to share their success stories on various occasions in the institute. The Alumni also help the final year students to get their placements and internship in their companies. They also provide facilities at their own end wherever the technological need arises. Alumni provide feedback on infrastructure development and other academic-related matters of the college and suggest gaps in the syllabus considering the current demands of the industry.

A following steering committee of the Alumni Association is an advisory group making directional decisions on various activities.

Sr.no	Name of the Member	Designation	Profession	Qualification
1	Dr. Sushant Patil	President, DYPEF	Education	PhD
2	Adho.Anuja Patil	Vice- President DYPEF	Education	LL.B
3	Mr. Ravindra Daspute	Secretary, DYPCOEI Alumni Association	Assistant Professor	Master of Technology
4	Mr. Ashutosh Chandgude	Treasurer, DYPCOEI Alumni Association	Assistant Professor	Master of Engineering
5	Dr. Suresh Mali	Member	Principal	Ph. D.
6	Dr. Alpana Adsul	Member	Professor and Head	Ph. D.
7	Dr. Latika Desai	Member	Professor and Head	Ph. D.
8	Dr. Deepali Sale	Member	Associated Professor & Dean	Ph. D.
9	Mr. Ashutosh Jadhav	Student member	Site Engineer	Alumni

				BE Civil
10	Mr. Saurabh Sorate	Student member	Mechanical Engineer	Alumni
				BE Mechanical
11	Mr. Vishal Tank	Student member	Computer Engineer	Alumni
				BE Computer
File Description		Document		
Upload Additional information		View Document		
Provide Link for Additional information		View Document		

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Institute Vision: To achieve excellence in quality education through value based rapidly changing technologies and create technical Human-Resource with proficiencies of accepting new challenges

Institute Mission: Continuously strive to impart value-based education to elevate satisfaction level of all stakeholders. Take dedicated efforts to create competent professionals by effective teaching learning process with passion of lifelong learning attitude. Our endeavor is to promote and support innovative research, entrepreneurship and development activities through Industry Interaction.

The Management of Dr. D. Y. Patil College of Engineering and Innovation (DYPCOEI), Dr. D. Y. Patil Federation (DYPEF) strictly adheres to the recommendations given by Governing Body (GB) and College Development Committee (CDC). The GB and CDC meetings are organized periodically and important aspects of academic and non-academic matters are discussed and decisions are taken to benefit all the stakeholders of the system.

The institute is also committed to striving for continual improvement of its Quality Management System through customer satisfaction duly monitoring their feedback from time to time to achieve Academic Excellence, Also, to empower our faculty and staff to update their knowledge from time to time for facilitating our students in their learning process.

Implementation of NEP

With respect to implementation of National Education Policy (NEP), DYPCOEI is working on following areas:

- Emphasis on conceptual understanding rather than rote learning and learning-for-exams.
- creativity and critical thinking to encourage logical decision-making and innovation.
- Ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, diversity, equality, and justice.
- Life skills such as communication, cooperation, teamwork, and resilience.
- Focus on regular formative assessment for learning rather than the summative assessment that encourages today's learning methods.
- Extensive use of technology in teaching and learning process with educational planning and management.
- Teachers as the heart of the learning process – their recruitment, continuous professional

development, positive working environments and service conditions.

- Regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through good governance, and empowerment.
- Research in education and development.
- Continuous review of progress and regular assessment by educational experts.

Decentralization:

1. Principal Level

The principal is the member secretary of the GB and CDC and Chairperson of the IQAC. The principal in consultation with the GB and CDC formulate different committees for planning and implementing different academic, administrative, and related tasks. All academic and operational policies are based on the consensual decision of the GB, CDC and IQAC.

2. Faculty level

Faculty members are given representation in various committees/cells, GB, CDC, IQAC, and other committees. Every year, the composition of different committees is changed to ensure uniform exposure of duties for the academic and professional development of faculty and staff members.

3. Student level

Every year Student's Council is formulated consisting of various portfolios. The students are getting the platform to showcase their leadership qualities. Students are empowered to play an important role in different student's activities.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

DYPCOEI has established organizational structure. The Governing Body (GB) is the highest decision-making body constituting members from the Management, Principal and nominated faculty members. College Development Committee (CDC, formerly Local Management Committee) includes members from the Management, members from industries, Principal, society representatives, three members elected from teaching faculty, one member of non-teaching staff and student representatives. There are 5 Departments including the First Year Engineering Department. Each department has a Department Advisory Board (DAB). Also, there are various portfolios/committees for effective implementation of policies. In view of staff, faculty and student development, DYPCOEI has some additional policies such as Research Policy, HR Policy as recommended by GB, CDC and IQAC. The Service Rules, Code of Conduct, Ordinances, Procedure, Recruitment policies and promotional policies are governed by the Maharashtra University Act, 2016, University Statutes and AICTE. All the amendments are binding on the Institute

For Teaching and Non-teaching Staff all administrative Rules, Procedures and Policies are as per directives of Norms of All India Council for Technical Education, New Delhi. GR from DTE, Government of Maharashtra. Maharashtra University Act 201, Statute of Savitribai Phule Pune University and other applicable governing authorities. All the policies including financial support, maternity leave and other are effectively implemented and executed [Case studies attached in additional documents].

List of policies:

1. Execution of Academics
2. Purchase of equipment and consumables
3. Process for appointment of faculty and staff
4. Annual increment and incentives
5. Policy for Leaves and Vacation
6. Updating data on instate website
7. Policy for students' participation in the various events
8. Policy on Awards/Prizes for Meritorious Students of DYPCOEI
9. Intellectual Property (IP)
10. Incubation, Entrepreneurship and Startups Environment and Energy
11. Industry Sponsorship for projects
12. Sponsorship for Higher Studies
13. Faculty and staff attending Conferences/Seminars/Workshops

14. Distribution of examination/CET/Eligibility remuneration

15. Policy E-Governance/ ERP/MIS

16. Service responsibilities and role of individual

17. Requisition of equipment and consumables

18. Annual budget preparation, Allocation and Utilization

Every week, the principal use to interact with the management to discuss and meet the necessary requirements of the academic environment.

Similarly, Principal use to interact with the HoDs and HoDs to Faculty to discuss and meet the necessary requirements of the academic environment.

Head of Department (HoD) is overall responsible for establishing an ideal learning environment and promoting the departmental activities to achieve its objectives.

The Dean, Academics and Dean, Students Welfare are responsible for the smooth conduction of Academic activities and synchronously the curricular and extracurricular activities respectively.

For proper implementation of all systems several need based committees are formed time to time. Working plans are designed for all functionaries. All committees along with in-charges are constituted keeping in mind students' welfare and their development along with proper execution of plan.

DYPCOEI has successfully implemented strategic measures for improving academic performance through VAP, research activities, industry interactions, cultural, sports and social activities.

The department of Computer Engineering and AI-DS launched mainly focusing on development of skills among students. All faculty has taken responsibility to design and implement the specific VAP.

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

6.2.2

Institution implements e-governance in its operations

1. Administration

2. Finance and Accounts

3.Student Admission and Support**4.Examination****Response:** A. All of the above

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

6.3 Faculty Empowerment Strategies**6.3.1**

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

Response:**Welfare measures for teaching and non-teaching staff:**

DYPCOEI has established a set of well-defined welfare measures to ensure employee's well-being. Following are the some of the measures adopted by the institute:

- Eligible staff as per the Staffs' Provident Fund legislation is given EPF.
- Equal contribution of Rs. 1800/- per person per month by DYPCOEI and individual staff is done.
- The employees are provided Group Insurance cover from Royal Sundaram
- The salary has always been regular and never been delayed.
- The leaves that come under Institute Policy (Casual/Vacation/Earned/ Medical/Maternity/On-duty)
- Additional medical leaves for prolonged treatments, special sabbatical/study leaves for improving qualification, special relieving-hours for lady faculty members with infants at home are given.
- Transparent policies and decisions of the management are always in favor of staff and followed

rationally.

- To motivate faculty and staff the management is celebrating the birthday of every faculty and staff. Also we are celebrating the teacher's day by giving grand party on behalf of Management.
- Cognizance of performance appraisal and qualification improvement of the employees by the respective HOD & Principal for annual increment and higher post.
- Faculty are encouraged to write and publish articles, books, as well as research papers based on research experimentation which is very well supported by the institute and appraised them by giving motivational benefit in the salary.
- The heads of the department are also given additional incentive in the salary to motivate them for good leadership to improve their departmental performance
- Financial help is provided to faculty for participating in FDPs, workshops, seminars and conferences.
- FDPs and SDPs are organized to enable the teachers to adapt to changing needs of society.
- Innovative ideas given by any faculty or staff are very well appreciated by the management.

Appraisal of teaching and non-teaching staff

The Institute has well established system for appraisal of teaching and non-teaching staff. It is mandatory for all the teaching and non-teaching staff to annually submit the appraisal form at the end of the academic year. The teaching and non-teaching staff have different formats of appraisal forms. The performance appraisal system consists of self-appraisal and appraisal by the head of the department

1. Performance Appraisal System of the Teaching Faculty and Supporting

A system of annual performance appraisal is followed for all the teaching (200 Marks) and Supporting/Non-teaching staff (100 Marks). The duly filled self-appraisal form is received from all faculty and staff members at the end of every year.

The performance appraisal of the faculty is carried out in offline mode. The appraisal form consists of four parts covering Student Engagement, Professional Progress and Academic Involvement, Research Achievements and Appraisal by the Head of Department and the Principal. The details of all the four parts are as below:

- 1) Student Engagement (SE): 115
- 2) Professional Progress and Involvement (PPI): 45
- 3) Research Achievements (RA): 25

4) Appraisal by HoD/Principal (AHP): 15

Performance Appraisal forms of Teaching Faculty and Supporting Staff are available on institute website.

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

6.3.2

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

Response: 57.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
37	36	28	36	21

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

6.3.3

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

Response: 13.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	8	3	3	5

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	19	4	22	17

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The DYPCOEI has a strategy for mobilization and optimal utilization of resources. DYPCOEI has strategy and financial procedure which ensures effective and appropriate utilization of funds for academic, administrative and development purposes of the institute, which culminates in realizing the Mission and Vision of DYPCOEI.

The parent body of the institution, DYPEF appoints internal and external auditors annually.

Every department creates its own budget and the budgets of all departments are consolidated at the college level in consultation with the Finance Officer and Governing Body (GB) of the DYPCOEI. Auditing processes of the institute take place in two stages namely, Internal Audit and External Audit.

The management, marketing team and faculty are taking consistent efforts in the process of admission to ensure adequate availability of funds through the fees of the admitted students. There is a established budget procedure for all recurring and non-recurring expenditure. The heads of the department, principal and accounts section are involved in preparation, allocation and mobilization of budget before the financial year. To ensure transparency and regular monitoring of income, expenditure and balance of funds is audited every 6 months and also reviewed in GB meetings.

- Annual requirements for the Department are prepared by Head of Department (HoD) after taking inputs from faculty and lab in-charges
- After discussion with the principal, HoD finalizes the budget and submits it to the principal.
- On approval in GB, the account section issues the approved budget to the principal and to the HoDs.
- On receiving the approved budget, departments initiate the purchase process.

DYPCOEI has a well-defined procedure to make effective and efficient utilization of available financial resources. Principal and HoD discuss the requirement and decide the priorities while allocating financial resources for various purposes and also ensure appropriate use of available funds. Institute has uniform procedures for sanctioning of funds for various activities and also for payment of advances and passing of the bills for the settlement. **Principal and HoDs** have a financial authority of **Rs.1,00,000/- and Rs.20,000/-** respectively.

Purchase Committee members, Principal, HoD and Faculty handle various steps such as looking for quotations, preparing comparative statements, negotiations etc. during the purchase process. Committee ensures that suitable equipment with appropriate specifications is obtained at optimal price.

Principal has authority to approve budget for organization of various co-curricular and extra-curricular activities like technical events, cultural event, student training, FDP etc. Financial support is also provided for participation of students at various events like annual gathering, sports or technical events.

Financial audits:

There is transparent financial procedure maintained at DYPCOEI consisting of sanctioning of financial budget, approval of purchases and audits. An external auditor appointed by the DYPEF executes the statutory audit quarterly as well as at the end of the financial year. The reports are made available on the college website to maintain transparency. No major objections have been found in the audit by the statutory auditors and minor audit. However, suggestions given are compiled as per the procedure.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

About IQAC

The establishment of IQAC has marked a turning point as far as the understanding of the notion of “Quality Assurance” in the University is concerned. The IQAC at DYPCOEI is successful not only in taking up several quality assurance activities but also in the creation of an institutional database.

Vision

To develop methodical quality processes in the institute for progressively developing, enhancing and sustaining excellence in the academic and administrative practices and to set benchmarks for their periodic evaluation.

Mission

- **To develop a practical and consistent quality improvement system which will encourages the pursuits of the faculty, staff and students of the institute**
- **To encourage innovative practices for continuous improvement in the effectiveness of the teaching, learning and evaluation experiences**
- **To strive to implement the plans and policies of the management to disseminate knowledge and skill to the faculty, staff and students.**
- **To ensure a learner-centric atmosphere equipped with the best and latest technologies of teaching, research and sharing information.**

Quality Policy of IQAC of DYPCOEI

- Develop DYPCOEI as premier Institute of technical education and research.
- Comply with all applicable requirements & expectations of all stake-holders
- Continual improvement in infrastructure and teaching learning process
- Strive for quality management procedure and systems.

As per the guidelines of external audits and management reviews, DYPCOEI has created awareness among faculty, staff and students about the quality in following Seven sectors:

1. Academics
2. Administration
3. Pre-placement Training
4. Library Recourses
5. Student Welfare
6. Research and Development
7. Students' Activity for overall development of students

Emphasis has been always given to make Standardization and establishment of systems and procedures at DYPCOEI for maintaining the physical infrastructure, academics and support facilities conducive.

Administrative office, Principal, Deans, HoDs, Various committees and Student Council takes care of maintaining well-organized approach towards the development of students. The management ensures about creating and maintaining the facilities. Effective teaching-learning process and conduction of hands-on training modules make the campus culture conducive for overall development of students.

Continuous improvement has been achieved through periodic audits and satisfying compliances. Following initiatives have been taken as an output of recommendations and guidelines provided by the DABs, CDC, GB, IAB and Student Council:

1. Defining the Roles and Responsibilities of Institutional portfolios
2. Development of Academic and Administrative Systems
3. Academic Audits, Monitoring and Control
4. Faculty and Staff Appraisal Mechanism
5. Research and Incentive Policy
6. Use of e-governance in the process admission
7. Use of e-MIS in day-to-day monitoring of Academics
8. Developing presentation skills among faculty and staff
9. Administrative Audit
10. Students Council and their quality activities
11. Social awareness among faculty, staff and students
12. Research, Innovation and Incubation Center (RI2C)
13. Strengthening of Industry Institute interactions
14. Participation of Industry in Lab development
15. Internship and mini projects with Project based Learning Approach
16. Pre-placement training
17. Communication skill development training
18. Placement drives

19. Induction Programs and Defining learning objectives among students
20. Team building and organization of events to support quality
21. Remedial actions for slow learners
22. Student Counselling and Guidance
23. Planning and conduction of disciplined activities
24. Alumni Activities
25. Awareness of Yoga and formation of Yoga Club

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

DYPCOEI (Dr. D.Y. Patil College of Engineering and Innovation) is a leading institution that believes in promoting gender equality and justice. With female staff and female students, DYPCOEI recognizes the importance of creating an inclusive environment that allows individuals of all genders to thrive. The institution acknowledges the immense potential of women and is committed to empowering them in all areas of academic, professional, and personal growth.

DYPCOEI prides itself on being a pioneer in promoting gender equality and justice. Women hold key positions as HoDs and coordinators, and they are actively involved in portfolios and extracurricular activities. Both male and female students are provided equal opportunities in areas such as academics, research, and extracurricular activities.

DYPCOEI celebrates Women's Day every year by a variety of sensitization programs such as webinars, seminars, counselling, and guidance sessions to promote gender equity among staff and students. The institution also has a Women Empowerment Cell that ensures the welfare of female staff and students. The cell conducts various programs such as motivational talks by eminent speakers, health check-up camps, speech on health and diet, hands-on training on self-defence, and counselling sessions for mental health issues such as depression, anxiety, distress, disabilities, disorders, and phobias.

The institute recognizes the unique needs of women and has provided separate common rooms for girls and boys. DYPCOEI also provides maternity leave for female staff and allows faculty with infant babies to visit their homes during working hours.

DYPCOEI encourages social responsibility and global awareness among staff and students by celebrating national and international festivals such as Independence Day, Republic Day, Engineer's Day, etc.

Furthermore, DYPCOEI celebrates regional language and cultural heritage. Activities such as debating, essay writing contests, and poetry readings are organized by the Art-Circle. On 28th February, the institute celebrates National Science Day by organizing a poster competition.

Lady faculties at DYPCOEI have filed 08 patents. The institute is committed to creating an inclusive and empowering environment for all individuals and is constantly striving to promote gender equality and justice. DYPCOEI aims to inspire and equip the next generation of leaders with the skills and knowledge to make a positive impact on society.

DYPCOEI places great importance on celebrating various events and festivals, and in promoting cultural activities. Environmental Day, Teacher's Day, and Guru-Purnima are just a few of the many occasions observed by the Institute. Moreover, the Institute makes it a point to celebrate major festivals such as Ganesh Festival and Diwali with great fervour. In fact, competitions like Ganesh-idol making, lantern and Diya exhibitions, and fort building are organized to mark these festivals.

Expression, the annual social gathering, is a much-awaited event in which students and staff come together to showcase their talents. This event includes a variety of performances such as singing, dancing, fashion shows, dramas, musical instrument performances, traditional days, and more.

The Institute also engages in various additional activities through the NSS, such as Street Plays with a Social Cause, Road Safety, Traffic Regulations, and more.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Dr.D.Y. Patil College of Engineering and Innovation (DYPCOEI) is an educational institution that is governed by the Dr.D.Y.Patil Education Foundation (DYPEF). The primary objective of the foundation is to provide quality education that is rooted in values. The vision and mission statements of DYPCOEI are aligned with this objective, and the mission statement of the institute emphasizes the importance of upholding high moral and ethical values.

At DYPCOEI, students and staff from diverse cultural, regional, religious, linguistic, and socioeconomic backgrounds work together as a team in a cohesive and inclusive working environment. The institute has a uniform policy for all students and faculties, and there has not been a single incidence of any kind of disparity or discrimination among the staff and students.

A typical day at DYPCOEI begins with the national anthem, followed by ten minutes of vertical yoga.

The institute also celebrates various national and regional days, including National Unity Day, Environmental Day, and Regional Language Day. Experts on the constitution and obligations are invited to speak, and speeches on road safety are organized to guide the students about their duties and responsibilities.

DYPCOEI enthusiastically celebrates Republic Day and Independence Day and honors persons who have contributed selflessly and without discrimination. The institute is committed to providing a holistic and value-based education to its students and creating a positive impact on society.

Dr. D. Y. Patil College of Engineering and Innovation (DYPCOEI) has actively participated in various initiatives that promote national unity and social responsibility.

NSS volunteers have also been involved in various social welfare activities in rural areas. For instance, they participated in the tree plantations, plastic-ban, blood donation, cloth-donations etc.

Through these initiatives, DYPCOEI aims to create socially responsible citizens who are committed to making a positive impact on society.

On Women's Day, the Institute hosts workshops to promote awareness of women's rights, safety, security, and health issues. The Institute also organizes visits to orphanages and old-age homes, as well as hosting a blood donation camp to encourage the public, students, and staff to donate blood. The Earn & Learn Scheme is successfully supporting economically disadvantaged students. As part of their education, students are required to complete an Audit course on Professional Ethics & Values. During the Induction Programme, guest speakers discuss topics such as human values, the constitution, and social and environmental issues. To increase awareness of the importance of nature, DYPCOEI holds activities such as tree planting, and poster-making competitions on World Environment Day. The campus is completely free of ragging, and the Anti-ragging Committee proactively monitors student behavior on campus and in hostels. Tobacco chewing, smoking, and the consumption of alcohol and drugs are strictly prohibited on campus.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice – 1

Title – e-MIS Academic Monitoring

Objective - The main aim of the MIS system is to monitor curriculum coverage, check the session duration, and verify the execution consistency with which the utmost goal is to improve the educational quality.

The Context – The system provides information to administrators to identify the paths for improvement, to check whether the course objectives standards are met, and to remark on the student's participation in the teaching-learning process.

The Practice – The faculty members contribute to the efficient management of the learning process by providing such primary inputs to the MIS system. Faculty gives the primary input to the MIS front-end which includes course plan, timetable, program profile, faculty profile, and lecture swap detail entry.

Faculty members can provide this daily inputs to the MIS system through the integration of Telegram and the URL link. This daily inputs include Lecture Start & End Log, Attendance Count and Remark and Lecture Swap Log.

The next process is the Manual Faculty Process wherein the green books are maintained by faculty members which is reviewed and verified by the MIS team followed by HOD and the Principal.

In the backend flow of the MIS system the fetching and storing data in the database and parsing and generating reports is done.

Evidence of Success –The MIS system output provides educational institutions to strengthen educational quality, link up course objectives, and certify an effective learning environment.

Problems Encountered –The problems faced were the sudden change in the university exams due to which the course plans needed to be changed.

Best Practice – 2

Title: Nature and Life

Objective of the Practice

The idea initiated was to connect Tree plantation program with Blood Donation. Donors who willingly offered their blood were gifted Tree saplings along with other gifts. Awareness about the importance of planting trees and donating blood was the dual objective of the program.

The Context

The implementation of this idea needed the network related to medical and healthcare sector. In addition, connection with floriculturist in the nearby region was also important.

Blood Bank

In the search for an authorized blood bank, we came across the website of Maharashtra State Blood Transfusion Council. A list of Blood Banks near Talegaon Dabhade is available on its website. From the list we contacted and enlisted 'Chakan Blood Bank' with the Blood Bank ID 'BB338'.

Saplings

In The search for the saplings, we connected with plant nurseries nearby Talegaon area. Since the whole idea was already shared with the blood bank, the 'Chakan Blood Bank' voluntarily agreed to provide plant saplings to the donors and wanted to be a participant of the noble cause.

Appeal to the Donors

Appeal for the student blood donors was supported by providing the scientific knowledge regarding importance of blood donation. Blood donation; along with saving lives also helps in improving health of the donor.

The Practice

The blood donation camp was in its way a unique combination of a healthcare, nature and engineering knowledge. The blood donation camp introduced all the participants and donors to the human life side and the scientific side of blood donation.

Blood donation activity

A basic health check-up like Temperature, weight, height, blood pressure were carried out on the blood donors. If found healthy, the donors then moved towards the blood donation couches. A total number of 81 students donated blood on this occasion. Post donation , a small demonstration was given on how to give first aid treatment in case of donors feeling dizzy and sudden weakness. A slight weakness is natural after donating blood; hence an arrangement of quick energy refreshments was made available. Biscuits, bananas, tea etc were provided to the blood donor.

Tree Plantation

Each blood donor was gifted tree sapling with the intention of awareness towards tree plantation. The donors promised to plant and take care of the saplings for the next three to four years. Hence a hope is generated that eighty one trees will grow and provide oxygen along with rain. Thus the whole idea starting from life (Blood Donation) and contributing to Nature (Tree plantation) came to a full circle.

The participant blood donors were felicitated by giving Blood donation certificates and tree saplings. The guest of felicitation program were Dr Jeevan Sagre –Head of Chakan Blood Bank, Principal Dr.S.N.Mali , HOD Computer- Dr Alpana Adsul, HOD-AIDS – Dr.Latika Desai and FE HOD- Prod.Dipannita Mondal.

Few saplings were planted in the campus itself wherein the students vowed to take care of the saplings till they graduate from the institute.

Evidence of Success

Discussion with Chakan Blood Bank

After assuring 70 blood donors from the institute which a pre-requisite by the blood bank, the final number of blood donors was 81. The response received was thus overwhelming as it surpassed the minimum required criteria of the blood bank. The reason for the success can be predicted as motivation through knowledge, willingness to contribute in saving lives and hope for a healthy body. The excess number of donors showcased the excitement, knowledge, positivity among the students towards blood donation and tree plantation. All 81 students will spread the knowledge and awareness among their friends and family about blood donation and tree plantation.

Problems Encountered & Resources Required

Initial reluctance, fears among donors, lack of knowledge about blood donation were some of the problems that needed to be addressed among the students. Few students had the syringe phobia and hence were not initially willing to participate in the donation camp. A few others cannot withstand the sight of blood and feel faint after watching the blood. Hence a great amount of effort went into the awareness about blood donation. Assurance for full medical support was given in order to fight against the fears and doubts of the donors. The institute provided the Engineering Seminar as the location for the donation camp. The blood bank requested for a room with abundant light and good ventilation. Hence the engineering seminar hall was provided with drinking water and energy refreshments.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Institute Distinctiveness

Title – Research Innovation and Incubation Centre

Objective – The Research Innovation and Incubation Centre at Dr. D. Y. Patil college of Engineering and Innovation is a zestful and progressive initiative that has been initiated to encourage research innovation and entrepreneurship among students and the faculty members. The initiative serves as a centre for fostering innovative ideas and modifying them into operational products or services which creates a positive impact in the world. The main aim is to create job opportunities and research based startups and entrepreneurial ventures. The program aims to prepare students in facing the challenges of the future furnishing them with the skills and mind-set to become successful innovators in the respective domains.

The Context –The major focus of the Research Innovation and Incubation Centre at Dr. D. Y. Patil college of Engineering and Innovation is to provide an overall support for the research activities. This centre provides guidance and support to students and faculty members to work on various domains of research activity. It houses advanced technology resources, collaborative spaces and research rooms. These resources are open for all the students and faculty members providing them with required tool to carry out the research projects.

Research Innovation and Incubation centre serves as a bridging gap between academics and industry which helps in the transfer of knowledge and technology to the world. The main aim is to create job opportunities and research based startups and entrepreneurial ventures. The program aims to prepare students in facing the challenges of the future furnishing them with the skills and mind-set to become successful innovators in the respective domains.

These initiative provide a platform to involve in research, explore new ideas and develop practical solutions to real life problems. These program helps in enhancing learning experience by providing the students hand-on-training opportunities to apply their knowledge and skill in the real world. The main goal is to prepare them for future careers in innovation driven industries. Through this initiative, Dr. D. Y. Patil College of Engineering and Innovation is contributing to the development of economy, and create young innovators to face the challenges of the rapidly growing environment.

Under the initiative of the centre workshops, seminars and training programs are organised to indulge creative and critical thinking among students and faculty members. In addition to this, experienced professionals are assigned to mentor the students to provide them with guidance and expertise as they work towards modifying their ideas into concrete solutions. Through this support the main objective is to motivate and boost the quality and impact of research undertaken at Dr. D. Y. Patil College of Engineering and Innovation.

The Research Innovation and Incubation centre also plays a crucial role in helping entrepreneurial ventures. It provides incubation assistance to promising startups, access to funding sources and also business development guidance which helps in achieving sustainable growth in the competitive world. The centre organizes industry visit, guest lectures, and joint research projects which helps students and faculties to gain awareness into industry practices and challenges. This provides students with exposure to the real world, preparing for successful careers in the respective domains. Apart from academic

pursuits, Research Innovation and Incubation Centre at Dr. D. Y. Patil College of Engineering and Innovation offers resources, mentorship and networking opportunities for students to modify their ideas into fruitful outcomes.

Intellectual Property Right (IPR) is another major service provided by the Research Innovation and Incubation Centre. The centre aids students and faculty members in protecting their Intellectual property which includes patent filing, copyright issues and all legal aspects related to Intellectual Property Rights. By promoting a culture of IPR, the initiatives motivate students and faculty to safeguard innovative ideas, inventions fostering a sense of ownership and developing further research and innovation. By incorporating IPR education students equip with necessary knowledge and tools to operate the landscape of Intellectual property by assuring the innovators that their innovations are protected and which creates a lasting impact in the society.

Networking and events are the integral elements of the Research Innovation Incubation Centre. These events serves as a platform for sharing knowledge, collaboration and showcasing of innovative ideas. The network and interaction creates a vibrant environment that energizes innovation and helps in successful collaboration among stakeholders. Networking extends beyond the college boundaries which allows participants to enter into regional, national and international networks. Creating an association with external stake holders and government agencies which opens doors to opportunities and collaborations. This wide network strengthens the visibility of the institute. With the help of this network, participants can access to wide range of expertise, attract funding and build a friendly atmosphere.

These initiative contribute to the overall development of students by fostering in them entrepreneurial mind set and creative and critical thinking and an attitude of facing challenges and problem solving skills. Through mentorship and network opportunities students get an opportunity to learn from experienced professionals and expand their professional network and valuable understanding into different industries. In summary, research innovation and incubation programs and activities provide a friendly and co-operative environment for students to achieve innovative ideas, gain entrepreneurial skills which empowers students to create a positive impact and contribute to the economic growth of individual and the society.

Conclusion – The Research Innovation and incubation Centre at Dr. D. Y. Patil College of Engineering and Innovation acts as a catalyst for research, innovation and entrepreneurship development which empowers students and faculty to pursue a state-of-the-art infrastructure and a collaborative partnership. The establishment of the centre holds in depth potential for steering transformative change. It provides an opportunity for the students to engage in cutting-edge research, expand innovative ideas and create an entrepreneurial mind-set. By building collaboration with academics and industry which enable research findings to practical approach, leading to economic growth and social impact. Thus through this initiative Dr. D. Y. Patil College of Engineering and Innovation is shaping the next generation of innovators and entrepreneurs, supporting to the knowledge advancement and prosperity of society.

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

5. CONCLUSION

Additional Information :

Right from its inception, DYPCOEI has adopted Outcome Based Education (OBE) and Student-centric approach. The institute has a vision to achieve excellence in quality education through value based rapidly changing technologies and create technical Human-Resource with proficiencies of accepting new challenges. Towards this vision, the management, faculty and staff are working on mission of continuously striving to impart value-based education to elevate satisfaction level of all stakeholders, taking dedicated efforts to create competent professionals by effective teaching learning process with passion of lifelong learning attitude, promoting and supporting innovative research, entrepreneurship, development activities through Industry Interaction.

The Institute has experienced, dedicated and highly qualified faculty (6 PhD holders, 8 pursuing PhD and 32 post graduate), state-of-art infrastructure and an environment conducive for learning, research and innovation.

In addition to the regular academics, there are several co-curricular and extra-curricular activities are conducted for the holistic development of student in DYPCOEI. Several value-added programs are conducted for technical growth of the students. Honour Courses with options for Major and Minor have been introduced as per SPPU guidelines in Artificial Intelligence (AI), Internet of things (IoT), Robotics, etc. Students undergo many co-curricular and extra-curricular activities like NSS camps, social and environmental cause events, International Yoga Day Celebration, Sports, Cultural Events, Induction Programmes, Farewell Programmes, Art workshops, Quizzes, Veteran's Visits, Celebrity Visits etc. Institute has e-bulletin published every month on institutional website to give information of these activities. Every Department has their own Students' Association through which, several programmes are organized every semester.

We believe that education should foster confidence, discipline, clarity in thought and decision-making ability to set and achieve goals, and above all, social responsibility as a life-long process. Therefore, we create opportunities and inspire our students to achieve their goals along with all necessary graduate attributes.

Concluding Remarks :

Because of rapid developments in the technology, media revolution, globalization of education and the ever-expanding competitive environment, there is need of revolutionizing the education system. A paradigm swing has been observed in higher education now a days from school education to college education.

The vision of DYPCOEI is to achieve excellence in quality education through value based rapidly changing technologies and create technical manpower with proficiencies of accepting new challenges. With this vision, the management, faculty and staff of DYPCOEI are ready to provide affordable, relevant, industry oriented and professional education for all the students. With this aim, the campus is provided with the best infrastructure & facilities, experienced faculty, hi-tech classrooms & workshops and a dedicated placement cell at a location that is ideally suited for students as well as industry professionals.

We at DYPCOEI are continuously striving to impart value-based education to elevate satisfaction level of all

stakeholders. We all are ready to take dedicated efforts to create competent professionals by effective teaching learning process with passion of lifelong learning attitude. Our endeavor is to promote and support innovative research and development activities.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :22</p> <p>Remark : Revised values excluding DSC training, induction program, company specific pre-interview programs</p>																				
1.2.2	<p>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>612</td> <td>486</td> <td>254</td> <td>443</td> <td>368</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>612</td> <td>486</td> <td>0</td> <td>443</td> <td>368</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	612	486	254	443	368	2022-23	2021-22	2020-21	2019-20	2018-19	612	486	0	443	368
2022-23	2021-22	2020-21	2019-20	2018-19																	
612	486	254	443	368																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
612	486	0	443	368																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 979</p> <p>Answer after DVV Verification: 444</p>																				
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>102</td> <td>80</td> <td>48</td> <td>32</td> <td>5</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	102	80	48	32	5										
2022-23	2021-22	2020-21	2019-20	2018-19																	
102	80	48	32	5																	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
82	73	48	32	5

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
102	80	112	163	136

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
95	74	101	150	127

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
54	57	59	55	61

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
51	54	56	55	60

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	5	3	3	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	2	2	2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
210	171	233	235	207

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
180	171	233	235	207

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
224	212	247	238	241

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
202	212	247	238	241

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11.51	10.53	4.74	8.03	6.65

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4.58	0	0	1.41	0

Remark : Revision excluding student projects and exam reform funds.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31	4	1	3	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
30	4	1	3	3

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
36	20	76	10	30

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	3	0	4

Remark : Revision as per supporting data attached

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	8	4	5	57

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	3	0	4	54

Remark : Research papers published in conference proceedings of the AY 2018-19 having 54 numbers have been rechecked, out of this, 37 numbers have been identified in 3.3.1, which and have already been eliminated in 3.3.1. Accordingly, the value of 54 in the metric 3.3.2 seems to be correct

3.4.3	<p><i>Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.</i></p> <p>3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 432 1046 566"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>1</td> <td>1</td> <td>9</td> <td>15</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 645 1046 779"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>0</td> <td>1</td> <td>3</td> <td>5</td> </tr> </tbody> </table> <p>Remark : Revised values excluding Cloth donation, any kind of celebrations or any indoor activity.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	17	1	1	9	15	2022-23	2021-22	2020-21	2019-20	2018-19	5	0	1	3	5
2022-23	2021-22	2020-21	2019-20	2018-19																	
17	1	1	9	15																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
5	0	1	3	5																	
3.5.1	<p><i>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</i></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :144</p> <p>Remark : Revised values excluding industrial visits and guest lectures.</p>																				
4.1.2	<p><i>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</i></p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1496 1046 1630"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>78.01</td> <td>56.55</td> <td>30.5</td> <td>41.03</td> <td>63.6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1709 1046 1843"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>77.01</td> <td>55.71</td> <td>.37</td> <td>41.03</td> <td>63.6</td> </tr> </tbody> </table> <p>Remark : DVV input as per attached supporting documents by HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	78.01	56.55	30.5	41.03	63.6	2022-23	2021-22	2020-21	2019-20	2018-19	77.01	55.71	.37	41.03	63.6
2022-23	2021-22	2020-21	2019-20	2018-19																	
78.01	56.55	30.5	41.03	63.6																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
77.01	55.71	.37	41.03	63.6																	
4.3.2	<p>Student – Computer ratio (Data for the latest completed academic year)</p> <p>4.3.2.1. Number of computers available for students usage during the latest completed</p>																				

academic year:

Answer before DVV Verification : 257

Answer after DVV Verification: 202

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
105.88	79.391	14.84	82.31	28.80

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
105.88	79.391	12.34	82.31	28.80

Remark : Revision as per attached supporting data by HEI

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

5.1.3 Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
453	423	339	291	287

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
453	123	339	0	157

5.1.4	<p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <ol style="list-style-type: none"> 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>																														
5.2.1	<p>Percentage of placement of outgoing students and students progressing to higher education during the last five years</p> <p>5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 792 1046 927"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>144</td> <td>157</td> <td>34</td> <td>33</td> <td>115</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1005 1046 1140"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>140</td> <td>155</td> <td>29</td> <td>27</td> <td>110</td> </tr> </tbody> </table> <p>5.2.1.2. Number of outgoing students year wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 1218 1046 1285"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	144	157	34	33	115	2022-23	2021-22	2020-21	2019-20	2018-19	140	155	29	27	110	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																											
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2022-23	2021-22	2020-21	2019-20	2018-19																											
5.2.2	<p><i>Percentage of students qualifying in state/national/ international level examinations during the last five years</i></p> <p>5.2.2.1. Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.) Answer before DVV Verification:</p> <table border="1" data-bbox="308 1606 1046 1740"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>12</td> <td>13</td> <td>14</td> <td>9</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1818 1046 1953"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>7</td> <td>10</td> <td>15</td> <td>4</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	8	12	13	14	9	2022-23	2021-22	2020-21	2019-20	2018-19	6	7	10	15	4										
2022-23	2021-22	2020-21	2019-20	2018-19																											
8	12	13	14	9																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
6	7	10	15	4																											
5.3.1	<p>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</p>																														

one) during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	9	0	2	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	0	0	0

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
35	21	2	13	36

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	15	0	10	14

6.2.2 ***Institution implements e-governance in its operations***

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

--	--	--	--	--

2022-23	2021-22	2020-21	2019-20	2018-19
37	36	28	36	21

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
37	36	28	36	21

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
54	31	59	39	38

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
30	8	3	3	5

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

Answer before DVV Verification:

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

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

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

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

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

7.1.2 **The Institution has facilities and initiatives for**

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**

4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

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

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

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 143</p> <p>Answer after DVV Verification : 142</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>54</td> <td>57</td> <td>59</td> <td>55</td> <td>61</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>51</td> <td>54</td> <td>56</td> <td>55</td> <td>60</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	54	57	59	55	61	2022-23	2021-22	2020-21	2019-20	2018-19	51	54	56	55	60
2022-23	2021-22	2020-21	2019-20	2018-19																	
54	57	59	55	61																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
51	54	56	55	60																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>357.07</td> <td>241.56</td> <td>43.05</td> <td>293.82</td> <td>146.50</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>378.60</td> <td>241.56</td> <td>43.05</td> <td>293.82</td> <td>146.50</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	357.07	241.56	43.05	293.82	146.50	2022-23	2021-22	2020-21	2019-20	2018-19	378.60	241.56	43.05	293.82	146.50
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