SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

DNYANSHREE INSTITUTE OF ENGINEERING AND TECHNOLOGY, SATARA.

A/P SONVADI-GAJVADI SAJJANGAD ROAD SATARA MAHARASHTRA , INDIA
415013
415013
http://dnyanshree.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Raosaheb Wangde Master Charitable Trust's, Dnyanshree Institute of Engineering and Technology is a private, unaided (self-financial) Engineering institute,was established in 2012,is approved by AICTE, New Delhi, recognized by Government of Maharashtra and affiliated to Dr. Babasaheb Ambedkar Technological University, Lonere.At present, Institute offers five Under-Graduate engineering programs,namely Civil Engineering, Computer Science and Engineering, Electrical Engineering, Electronics and Telecommunication Engineering, Mechanical Engineering,leading to the award of Bachelor's degree in Engineering.Thetotal intake capacity of Institute is 255 students.The institute is functioning under dynamic and visionary leadership of Honourable Chairman Mr. Dnyaneshwar (Bhai) Bapusaheb Wangde at Village Sonavadi- Gajavadi, in Satara District, Maharashtra and is promoting educational excellence and providing opportunities in the rural area with following vision and missions.

Vision

Be a Center of Excellence in Engineering and Technological Education ever.

Mission

For sustainable development of competent engineering professionals, College missions are as follows:

1. To increase the awareness of technical education among the rural society.
2. To establish effective systems for quality education and supplementary skills for holistic development of engineering aspirants.
3. To have conducive environment for research and innovation by building eco-systems.
4. To inculcate the values through ethical and professional practices in real life for development of socially responsible engineering graduates

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Visionary, social and supporting management.

2. Well set academic process and project based learning.

3. Modern, beautiful and well facilitated Infrastructure even though located at rural place.

4. Industry supported laboratories and IIT supported virtual lab, Incubation Center.

5. Institute developed Laboratory trainers, set-ups, kits etc.

6. Winners in National level Project competitions.

7. University rankers

Institutional Weakness

1. Least contributions in research.

2. Students' Placements rise is gradual every year.

3. Proportionally less number of students progressing for higher education.

4. Least contributions in consultancy work.

5. Entry level ranks of students are not higher.

6. Less number of faculties with Ph.D. qualification.

Institutional Opportunity

1. To provide technological solutions to local issues like agriculture, energy conservation and environmental cares.

2. To contribute in developments of interdisciplinary and multi-disciplinary domains.

3. To be an autonomous Institute.

Institutional Challenge

1. Remote location and resource development

2. Socio-economic diversity

3. Gap between the rapidly changing industry requirements and the curriculum.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute follows the curriculum prescribed by affiliating University. The main object of the institute in planning and implementing the curriculum for making addition inthe technological knowledge of the students by developing their sound fundamentals. The intelligently and strategically planned practices at the institute

ensure function towards fulfilling vision and missions, catering needs of students and current trends in market, strengthening COs, POs, PSO's, PEO's and students centric teaching-learning approaches.The Academic Flexibility is provided through elective courses by considering course choices of students. This increases the interest of studentstowards technological education by satisfying their choices.The course wise gapsamong the curriculum and needs of students and market are identified to specify coverage of additional contents. The diversified background of students is the major consideration as most of students are residing in rural areas.project based learning, value added programs, developments laboratory equipment, set-ups, trainers, jigs and fixtures etc. are some of the student centric endeavours in teaching-learning process of the Institute. The effectiveness of curriculum planning and implementation is a closed loop procedure at the institute and is measured through periodic inputs/feedbacks of students, other stakeholders. Further monitoring of students' performances in examinations, alumnus performances in the fields, feedbacks of industry experts, visitors etc. are some additional measures to check the effectiveness. The reforms in proceduresare carried out at the college based on these inputs.

Teaching-learning and Evaluation

Owing to the vision of trust and institute, technological education is eternally disseminated in rural area. The students with diverse social and economic background are enrolling in the institute through Central Admission Process of Government of Maharashtra. Consideringsuch diversities, the institute has developed, implemented feedback based procedures for maintaining supportive atmosphere to all types of students. Special activities such as remedial/extra sessions, sessions of educational experts, batch wise coaching, industry experts, field visits, extra practical, project based learning, value added programs etc, are carried out for the students. Strategically planned comprehensive activities, based on abilities of students and teaching-learning experiences, are the backbones of the quality academics in the Institute. The well documented teaching learning process ensures effective content delivery of courses by teachers to students. Teachers of the institute are the artist for creating platform to students in designing their professional career. The institute always appoints well qualified and experience teachers. Teachers are appointed as per norms of AICTE and affiliating University.The teaching learning process is monitored periodically through Academic Monitoring Committee, Academic and Quality Assurance Quality Circle. Various mechanisms are set for obtaining true feedbacks about process. These committee reports are scrutinised and analysed for reforming the process. The reforms are implemented through proper planning. The learning outcome of pain staking efforts of institute has been showcased by splendid performances of the students in University/College examinations, Placements in renowned industries etc.

Research, Innovations and Extension

The policy based unreserved support to prepare internal stakeholders for research is the mainstay of institute. Internal stakeholders are always encouraged to participate in various research and innovation related programs and activities. The innovation ecosystem is developed in the institute includes formation of various mechanisms, set ups and signing of Memorandum of Understandings with experts from the relevant field. The efforts like setting up the Incubation Center, Center of Excellence, and Industry supported Laboratories/setups etc., specifically in rural sector, are witnessing the aspiration of institute towards research and innovation activities. Project based learnings, industry sponsored projects, development of laboratory setups, and test rigs etc. inculcates research culture at the institute. Expert sessions on IPR are arranged. Internal stake holders are always encouraged and guided, through well regulated mechanism, for publications of their quality works in reputed Conferences, Journals or publication of patents etc.

To strengthen the vision and missions of parent trust, the institute is regularly contributing for making the life of people easy in rural sector. Institute conducts various programs and activities as well as started various enterprises of Government, AICTE, affiliating University, and social bodies. Memorandum of Understandings is signed with various Social Clubs, bodies like Rotary Club Satara. Teachers, Staff, and students are participating in programs like Blood donation, spiritual, tree plantation, etc.

Various Promotional activities are carried outthrough collaboration with renowned national/state/local academic institutes, Industries, experts etc. by signing Memorandum of Understanding. It is policy based implementation in the institute.

Infrastructure and Learning Resources

The beautiful and all-inclusive campus is the main attribute of the institute that incorporatesspacious and well-equipped physical resources for all activities. Ergonomically designed class rooms, laboratories, workshops, tutorial rooms, seminar halls, training centers, spacious auditorium, gymkhana, play grounds, conventional and nonconventional electric backup, filtered water supply etc. are some of the vital resources along with exclusive infrastructural support to the physically challenged students.Efficient transport facility of the institute facilitates easy access to students.

The regularly updated and technology enabled facilities at the central library, comprising of digital library, e-resources etc., tunes students with contemporary world scenario. Various sections, spacious and user friendly study room are creating studious environment. Book bank scheme, peaceful atmosphere, simple operative procedures etc. are featuring speciality of the library.

Exceptionally well IT infrastructure at rural based institute connects internal stakeholders with external world. Lease line based Internet, Wi-Fi, networking of all computing devices, two strong servers, peripherals like printers and photo copy machines, on line MOOC and IIT courses, Remote Center, Virtual Lab, Virtual Classroom etc. are some of the major physical components in the institute. Licensed software and open source software to comply the needs of education. Upgradation of IT infrastructure with modern equipment and tools has been done regularly.

The beauty and usefulness of institute campus is maintained continuously through processes for cleanliness, repairing and maintenance of all physical resources, obsolescence of damaged or old physical resources etc.

Student Support and Progression

The institute is specifically focused towards instilling corporate culture, enriched with technical and soft skills, among the students, especially for students from rural and remote locations. Various competitions, workshops, motivational and counselling sessions etc. are arranged for supporting students financially, emotionally as well as physically. Various Memorandum of Understandings are also signed with other bodies, organisations, experts for helping and building confidence of students. Support and motivation to students for higher studies, competitive examinations etc. are regular practices in the institute. The facilities and conducive environment provide free and studious atmosphere to students in the institute.

The institute is always putting efforts towards holistic developments of students. Various mechanisms are set up for imbibing various qualities among students. Students of the institute are continuously displaying

excellent performances in examinations, National level competitions, sports etc. Positions in University merit list, National level winners in project competitions, placements in renowned companies etc. are showcasing the noteworthy outcomes of efforts of the institute.

Some of the students require special attention for building their confidences. The student centric mechanisms at the institute are resulting into overwhelming response of students to various activities. Students are part of organising committee to conduct curricular, co-curricular, and extra-curricular programs, events at the institute.

The strong association of alumni, representative of institute culture in professional world, have resulted into their guidance to current students about market scenario and opportunities, the required knowledge skills, assistance for providing career opportunities. The College is organising alumni meet annually through alumni organisation.

Governance, Leadership and Management

Urging for excellence and starving for disseminating value based education in rural are the perceptions for governing the institute through number of modern resources and facilities. Conducive environment, stakeholder specific initiatives, operational procedures, etc. are the features of these processes. Well-disciplined, ethical practices, appropriately devised, strategically developed and documented policies and procedures are always helping stakeholders for better accomplishments.

Impacts of policies, procedures, deployments on stakeholders are examined through continuous analysis and evaluation. Faculties, valued human resources, are empowered to achieve their personal career goals by providing freedom to showcase their talents, skills. Organisation of or deputation to trainings, workshops, and development programs, conferences etc. and support to qualification up-gradation, research work, and consultancies are part of empowerment.

The transparent financial policy, budgetary provisions for expenses, well planned, procedural and comprehensive approach, are contributing towards maintenance of conducive and uplifted facilities and comply needs of stakeholders.

Internal Quality Assurance system plays critical roles in maintaining and bringing up qualities in every execution in the institute. To enhance and maintain quality, special initiatives such as formation of AMC/IQAC/ Quality Circles are taken. AMC/IQAC periodically suggests measures, monitors and evaluates executions for long term sustainability of quality approach. Outcome based practices ensure the better results.

Institutional Values and Best Practices

The values of the institute are Ethical practices, Humanity, Creativity, Support to weaker section of the society etc. This enables institute to build socially responsible personalities for the world. Various practices are followed at the institute such as solar based electricity generation, syphon based water supply system to institute, Greenery and gardening at the campus, dissemination of quality technological education at rural location through project based learning, Incubation Center, Center of Excellence, development of laboratory setups, rigs, attachments, trainers etc. Such practices always facilitating people from remote area, where difficulty level is relatively higher, to opt for technological education. Out of these practices, institute always considers dissemination of quality technological education at rural location and project based learning as best

practices.

Thus engineering Institute with merely social objectives to providing quality educationand promoting research and innovationthrough well-developed campus in a rural areaare distinctive features of institute.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DNYANSHREE INSTITUTE OF ENGINEERING AND TECHNOLOGY, SATARA.
Address	A/P SONVADI-GAJVADI SAJJANGAD ROAD SATARA MAHARASHTRA , INDIA 415013
City	AP SONVADI GAJVADI SATARA
State	Maharashtra
Pin	415013
Website	http://dnyanshree.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Ajay Dadasaheb Jadhav	02162-281289	8600009010	02162-281289	rwmct.satara@gmail.com
IQAC / CIQA coordinator	Umashankar Ramchandra More	02162-2182289	9822013178	02162-281289	umashankr.more@dnyanshree.edu.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Dr. Babasaheb Ambedkar Technological 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](#)	03-10-2022	12	AICTE EoA is uploaded for current 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	A/P SONVADI-GAJVADI SAJJANGAD ROAD SATARA MAHARASHTRA , INDIA 415013	Rural	13.02	13888.47

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BTech,Civil Engineering	48	HSC	English	45	7
UG	BTech,Computer Science And Engineering	48	HSC	English	60	56
UG	BTech,Electrical Engineering	48	HSC	English	30	12
UG	BTech,Electronics And Telecommunication Engineering	48	HSC	English	60	42
UG	BTech,Mechanical Engineering	48	HSC	English	60	4

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				5				12				36
Recruited	1	0	0	1	0	0	0	0	9	8	0	17
Yet to Recruit				4				12				19
Sanctioned by the Management/Society or Other Authorized Bodies				1				0				42
Recruited	0	1	0	1	0	0	0	0	15	27	0	42
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				62
Recruited	47	15	0	62
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				12
Recruited	10	2	0	12
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	2	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	8	0	14
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	0	0	1	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	14	27	0	41
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	533	0	0	0	533
	Female	303	0	0	0	303
	Others	0	0	0	0	0
Diploma	Male	149	0	0	0	149
	Female	45	0	0	0	45
	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	5	4	5	3
	Female	2	2	3	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	17	9	11	10
	Female	10	7	15	6
	Others	0	0	0	0
General	Male	53	22	35	21
	Female	20	21	42	16
	Others	0	0	0	0
Others	Male	21	11	11	8
	Female	10	4	16	3
	Others	0	0	0	0
Total		138	80	138	67

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institute is aiming to be recognized as multidisciplinary institution in rural area with the intent to achieve excellence in engineering and technological education by providing various scientific and technological solutions. Institute is continuously imbibing humanities and values among students through various activities. Institute is offering the credit-based curricula set by affiliating University which incorporates courses on engineering mathematics, basic sciences, humanities, engineering sciences, core engineering and applied engineering. Elective courses offer flexibility. Some of the courses cater community engagement and service, environmental education and value based. To enable multiple entries and exits, Institute has devised action plan to start some additional programs, get associated with other Institutes etc. To enable multidisciplinary research and innovative solutions to the society, Institute has planned to set up in-house facilities, increase associations with societal clubs; foundations etc. The Institute's multidisciplinary/interdisciplinary project based learning practices are proving useful towards NEP 2020.
2. Academic bank of credits (ABC):	The Institute has followed the affiliating University initiatives for fulfilling the requirements of Academic bank of credits and is ready to implement the NEP 2020 based curriculum. Institute has registered under the ABC (Registration number NAD051891). New tie-ups for various collaborations, internationalization of education etc. are planned. Some of the teachers have participated in AICTE's book preparations initiatives by translating books in to local languages. Institute is prepared to incorporate NEP 2020 through registration and enrollment of Institute and students under ABC.
3. Skill development:	In alignment with National Skills Qualification Frameworks, Institute has taken efforts but not offering certified vocational courses. To promote vocational education, the Institute is regularly training the students on aptitude and soft-skills, impart technical skills through project based learning, value added courses, technical trainings, trainings on competitive examination Preparations; Ethical values and behavioral aspects are inculcated through daily practices in the Institute.
4. Appropriate integration of Indian Knowledge	The strategy to integrate Indian knowledge system is

system (teaching in Indian Language, culture, using online course):	to strengthen practices of the institute such as organization of various competitions, extra-curricular activities those include cultural programs, celebrations of Commemorative days, and other events. The medium of instruction for curriculum transaction is English, the institute has started to transact curriculum through combination of English and Marathi language.
5. Focus on Outcome based education (OBE):	The institute is regularly following OBE based teaching learning process. Course teachers set unit-wise course outcome and mapped them with Program outcomes based on competencies. Course outcomes are evaluated to evaluate Program Outcomes and in turn attainment. The Institute has its own methodology to evaluate attainment. Faculty members are trained to acquaint with all concerned aspects and methodology.
6. Distance education/online education:	The ICT infrastructure of institute is supportive to conduct on line courses for students. Use of Google classroom, Microsoft teams like platforms for on line content delivery is common. Swayam/MOOC courses are facilitated to students, by appointing a teacher (facilitator), and through ICT enabled classrooms. Institute is nodal center for 'Virtual lab', on line distance education provided by IITs.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. As per the circular (DTE/VV/2020-21/3273 dated (02 August 2021)of Government of Maharashtra and Director of Technical Education Maharashtra institute has form Electoral Literacy Club (ELC)
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of	1. Program about Voter Registration and Awareness 2. Bus Facilities provided by Institute for District Election Poll. 3. Promotion of Ethical Voting. 4. Systematic Voter education and Electoral participation program

poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Yes.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Institute conducted Voter Registration Program in which registered more than 100 students in association with district election authority to enroll students into electoral list.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
892	942	788	745	652

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: 150

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

2021-22	2020-21	2019-20	2018-19	2017-18
39	66	59	43	61

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
352.56	127.87	258.13	254.00	207.46

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:

Dnyanshree Institute of Engineering & Technology transacts curriculum and adheres to the academic calendar prescribed by affiliating University. The institute has transparent mechanism to transact the curriculum as mentioned below,

The institute has policies and procedures, covering comprehensive aspects, for effectively conduction of the academics.

Principal and IQAC / AMC jointly plan an institute calendar comprising academic, co-curricular, administrative activities, meetings, academic monitoring schedule, commemorative days, national days and techno-cultural programs, etc.

Department plans semester-wise curriculum conduction by preparing departmental academic calendar. It has academic commencement, conclusion, in semester assessment and end semester evaluation dates in coherence with university calendar and result schedule. It provides schedule of alumni and parent meeting, industry visit, value added programs, techno-cultural programs and holidays prescribed by university.

Calculation of teaching hours is done by head of the department and teaching load chart prepared considering subject choices and expertise of all faculty members.

Lecture halls, tutorial rooms are identified by departments, readiness of laboratories and workshops verified by all department before conduction. Requirements of instruments, consumables, kits, etc. is verified by respective subject teacher through laboratory adequacy report and purchased with due process.

Preparation of theory, practical course files are done prior to commencement of teaching. It includes Vision Mission, course Structure, course content, programme outcomes (POs) and programme educational objectives (PEOs), time tables, academic calendar, teaching plan, including (remedial and content beyond syllabus), CO-PO mapping, course attainment, attendance record, university question papers, class test-1/mid-sem exam/class test-2 question papers, slow learners and advance learners and their assignments, model answers, test result records with attainment, assignments, assignment record, question bank, slides, unit wise notes and university result of last three years.

Institute also makes complimentary efforts as,

ICT based teaching and learning, mentor-mentee scheme and parent communication, remedial and extra lectures, quizzes, competitions, batch-wise coaching of theory, practical, tutorials, mock practical, train the teachers program, value added programs/ workshops/ soft skills trainings etc., experimental and illustrative teaching-learning methods, experts/guest lectures, industrial visits, internship/field training, participation in

MOOC/NPTEL/IIT courses etc. CAS assessment, tutorial assessment and assignment assessment is done regularly and corresponding reports are generated. Queries and problems are solved, special efforts on difficult courses requested by students, attendance monitored regularly. Monitoring and evaluation of Project work of students are carried out during the development of project work.

The schedule for collection of feedbacks supports stringent assessment of the performances of teachers and students. Weekly head meeting is conducted to review the academic conduction.

Feedbacks about teacher, teaching process and curriculum are collected from students during their formative assessment times. Analysis of the same is done at the department and conveyed to respective faculty for remedy.

Teaching learning quality circle conducts meeting and visits randomly to classes to assess quality of conduction and provides feedback to respective department.

Examination quality circle is established at institute to ensure the effectiveness of internal assessment.

File Description	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: 49

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 16.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
347	76	184	39	01

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

1.3 Curriculum Enrichment

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

Response:

Being affiliated institute, the curriculum set by the University need to be followed strictly. The University has incorporated courses such as Basic Human Rights, Universal Human Values, Environmental Studies, Renewable Energy Sources, Energy & Environment Engineering, Industrial Management, and Operational Research, etc. addressing cross-cutting issues. These courses are conducted strictly in the institute according to process of academic conduction.

The institute has taken additional efforts through various initiatives and practical activities to create awareness of the importance and responsibilities of these issues, among students and employees. Various activities and initiatives, supporting to these courses, have been undertaken by the institute are as listed below.

Institute deputed faculty members for the training of Universal Human Values (UHV) program conducted by AICTE Students Induction Program. Trained faculty members conducted sessions on the same in the institute induction program and UHV course for second year students. Few faculty members completed programs on environment sustainability, professional ethics pertaining to reflect in the practice while transacting the curriculum. Institute conducted Value Added Programs (VAP) on cyber security and soft skills for students and faculty members. Manual prepared for the Basic Human Rights course at the institute.

Visits to locations where renewable energy sources are erected, also the institute is generating electricity through solar panels and supplying to the grid of Maharashtra State Distribution Company of a Maharashtra State Government.

Designing and developments of projects for demonstrating industrial, environmental solutions, various generation methodologies, and applications of renewable energy sources.

Design and development of interdisciplinary projects to provide solutions to society, agriculture sector and to address local/global issues.

Designing and developing construction materials such as fabrication of pavers, bricks, blocks using various waste materials like e-waste, plastic, etc.

Visits to waste management, water treatment plants of industries and other organizations.

Public programs for the creation of awareness on environmental aspects.

Creation of waste management plants in the campus.

Daily disciplined practices for students and professional ethics for teachers are inculcated irrespective of their backgrounds.

Gender sensitization quality circle regularly organizes awareness programs as International Women's Day, Mother's Day, World Cancer Day, various competitions/ exhibitions etc. and organizes webinars/seminars on gender equity. Institute provides equal opportunities to girl students and ladies faculty members to be part of various statutory committees and work on various positions and shoulder various portfolios in institute.

Various NSS activities are performed by the institute including celebration of Independence Day, Republic Day, Yoga Day, Sports Day, Youth Day, World Health Day, Engineers Day, Teachers Day, etc. Blood donation Camp, AIDS awareness program, Tree plantation program organized and Pledges on government portals.

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: 92.04

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

Response: 821

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
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: 39.85

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

2021-22	2020-21	2019-20	2018-19	2017-18
121	138	80	138	67

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

2021-22	2020-21	2019-20	2018-19	2017-18
255	255	285	285	285

File Description	Document
Institutional data in the prescribed format	[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: 9.7

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

2021-22	2020-21	2019-20	2018-19	2017-18
20	13	03	14	02

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

2021-22	2020-21	2019-20	2018-19	2017-18
104	105	114	120	93

File Description	Document
Institutional data in the prescribed format	**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: 22.87

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 devised academic functioning strategically. Internal stakeholders have good interactions among each other, about happenings in the institute. Students' satisfaction is monitored through feedback. The major motto of these efforts is towards enabling students to understand and learn the topics through their involvement in various activities. Hands on experiences for the students are essential to make them competent engineering graduates.

In addition to interactive classroom teaching-learning involving detailed transaction planning and preparation, following methodologies are implemented to maintain academic vertical strong at the institute by considering their diverse backgrounds.

Team building, simulation-based learning, training programs, value added programs, case studies, industrial visit, Mini-major projects, Workshops, kits/models development, documentation etc. are good examples of experiential learning practices at the institute.

In Participative learning**,** seminars, group discussions, brain storming sessions, assignments, tutorials, quiz, gaming, puzzles, crosswords, trainings, and presentations are covered.

Case based learning comprises case studies, practical, technical competition.

Discovery learning covers literature review, physical model preparation.

ICT based and collaborative learning - Videos, animations, presentation, posters, MOOC, Swayam, value added courses, guest lectures, supported / sponsored laboratories, internships, field training, sponsored projects, industrial visits are usual practice at the institute.

Institute has provided modern ICT infrastructure, supporting to effective teaching learning process. The teaching plan mentions ICT techniques used in it. Teachers have provided choice to select and use various tools and techniques of the ICT. The latest licensed or open-ware software / platforms, supported by hardware are used effectively. Campus-wide intranet and lease line based high bandwidth internet provides essential platforms to stakeholders to collect information and to get connected with the external world from a rural area. Classrooms, computer center and seminar halls are facilitated with ICT infrastructure. Teachers can use either desk-top computers, laptop computers, or a specially designed tiny device, 'Thinclinet Micro-4', purchased by the institute to replace computers.

Teachers prepare and use Power Point presentations, videos. Experimentation conducted using various software simulators, and tools like Solid Works, Fusion 360, Auto-CAD, Matlab, Multisim, Xilinx, ORACLE, Google colab, Geany, Turbo C, Pycharm, Python, Red Hat Linux,

Students use digital library to access e-resource like NDLI, DELNET, e-shodhsindhu and e-journals for their preparation, presentations, seminar/project report. E-Granthalaya is available as a library management system. Students are opting online courses/training NPTEL/SWAYAM, Coursera, etc. Teachers are availing benefits of various initiatives like FOSSE programs, remote center of IIT, a nodal center for Virtual Laboratory, NPTEL, Center of Excellence, videos and animation presentations collected from standard resources related to the course, etc. Teachers are incorporating online resources supported by industries in teaching-learning process for students through such facilities. Teachers and students are getting certified by NPTEL/Swayam Courses facilitated at the institute.

The online teaching-learning process is proved beneficial to teachers and students for interactions, especially during the lockdown period in the pandemic. Soft tools/platforms like Google Classrooms, Microsoft Teams are used effectively for delivering theory sessions, assignments, tutorials, practical, sharing videos, study materials along with conduction of tests, puzzles, quiz, etc.

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: 89.04

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

2021-22	2020-21	2019-20	2018-19	2017-18
54	56	59	59	73

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: 7.09

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	4	3	3	3

File Description	Document
Institution data in the prescribed format	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

2.5 Evaluation Process and Reforms

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

Response:

The institute conducts transparent process of internal assessment for Theory, Practical, seminars and Project work. Summative assessment and evaluation is done through university conducted examinations. Academic calendar includes schedule of unit tests, mid semester tests, submission in coherence with university calendar.

Conduction of unit tests is planned and executed by departments according to guidelines provided by exam cell.

Mid semester examination planned and conducted centrally by examination cell at the prescribed dates by university. It involves examination hall, supervision chart, attendance sheet, sets of question papers, etc. Mark-sheet uploaded on the University portal through Head of the Department.

The theory term work of the university comprises mid semester, assignments and unit tests' performances. Two unit tests are conducted in a semester according to the institute policy.

Analytical, case studies, numerical planned in 8 to 10 tutorials.

Four to six subjective assignments provided per course, counted in the term work.

Continues Assessment Sheet (CAS) maintained for each practical course, counted in the practical term work. Practical performed batch-wise and write-ups assessed during the next practical session in CAS through three competencies knowledge, presentation and punctuality.

Major project assessment is performed through progress presentations (3 in a semester) by a panel, having guide and other two panelists from the department. The assessment parameters are understanding, initiative, contribution, presentation and punctuality.

Project Diary consisting Gantt chart, number of presentations, assessment sheets, templates of project report contents, guidelines to prepare a project report and abstract.

Assessment process is self-explanatory and clearly illustrating the transparency in it.

Feedbacks are regularly collected from the stake holders in specific formats. These feedbacks are then assessed and conveyed to respective stakeholder for the remedy.

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

Internal examinations, planned by the institute and prescribed by affiliating University, are conducted strictly, according to university instructions in the institute.

Awareness of rules and regulations of affiliating University, instructions & guidelines by the institute mentioning probable actions is given to all the office bearers, invigilators, supporting staff and students.

The external senior supervisor from other institute is appointed by university along with an internal senior supervisor for monitoring while conduction of the end-semester examination of affiliating University and provision of immediate action is made following the university guidelines. Provision to submit well-documented report to the affiliating university through Chief Conductor of Examination attached with appropriate proofs and undertaking of the concerned person, is made.

Examinations conducted under CCTV surveillance and proofs are submitted to affiliating university. Any unlawful incident is brought to the notice of principal and resolved through grievance committee according to regulations.

Submission of online exam forms, corrections in mark list, online payments, rechecking, revaluation and conduction of examination are subject to examination coordination committee in the supervision of the Principal and issues resolved with prescribed guidelines by affiliating university. Examination quality circle established in the institute to monitor performance of the examination cell and to recommend the reforms to the Principal.

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:

Outcome Based Education (OBE) is implemented at the institute by up skilling of all teachers and students through various interactive sessions held in-house and by involving industry, employers in defining and setting curriculum transaction methods. Teachers of the institute are encouraged to attend Faculty Development Programs, Short Term Training Programs on OBE organized by various institutions. In the institute, Program Education Objectives (PEOs) defined for each program. Three to six course outcomes (COs) are framed for each and every course of the semester. While designing COs, Bloom's taxonomy action verbs are followed. COs are measurable and observable due to the use of these specified action verbs. University syllabus provided COs for many courses. They are modified and rewritten by a course teacher, wherever required, to incorporate change and scope of the curriculum. COs define competencies achieved by students after successfully completion of the course. Programme Outcomes (POs) represent graduate attributes. Minimum three Program Specific Outcomes (PSOs) are defined for each program jointly by its faculty members. COs, POs and PSOs are disseminated at various places such as,

a.   Website,

b.   Course file,

c.   Notice boards,

d.   Journals,

e.   Project book,

f.   Laboratory manuals,

g.   Reports of various activities and

h.   While teaching in the classroom.

Results of unit tests, mid semester examination, end semester examination and CAS provides attainment quotient of COs and hence judge students' performances. COs are mapped to POs and PSOs according to performance indicators. PO attainment computed for in-semester and end-semester assessments of COs of all eight semesters and hence goals pertaining to the accomplishment of vision and mission of the institute.

File Description	Document
Upload Additional information	[View Document](#)

2.6.2 *Attainment of POs and COs are evaluated.* **Explain with evidence in a maximum of 500 words**

Response:

Program Education Objectives (PEOs) are defined for the program, Course outcomes (COs) are specified for all courses of the program. It is in line with goals, vision and mission statements of the institute. COs are measurable outcomes of the course.

For theory credit courses, direct CO and PO attainment is computed with 40% weightage for in-semester assessment and 60% weightage for end-semester evaluation according to norms set by affiliating university. COs are evaluated from unit tests, assignments, mid semester examination and end semester examination results. End semester marks are distributed among all COs equally and its average is considered as end semester attainment. While in in-semester assessment, questions are based on relevant COs. Marks obtained by a student for a question decide the percentage attainment of respective CO. Average of all students' percentage provides average attainment of entire class for respective CO for the subject. Likewise, all CO's attainment computed in all internal assessments.

Twelve POs and three PSOs are mapped to course COs. Correlation between COs and POs/PSOs is decided by correlation matrix defined by the institute. Each PO has defined performance indicators (PI), based on its competencies. One PO/PSO may have different PIs. Each PI has fixed weightage. If particular CO is fulfilling that PI then that weightage is assigned to add in credit of that CO. Addition of all PIs gives correlation in 3 levels viz. 1, 2 and 3. Level 3 correlation signifies PO is strongly fulfilled by that CO. It is correlation matrix of CO-PO/PSO mapping. PO/PSO attainment is computed by normalizing CO attainment (with correlation level) to maximum correlation level.

For laboratory course, 60% internal assessment and 40% external evaluation (according to norms set by affiliating university) is considered for direct computation of COs and POs attainment. In-semester assessment of laboratory course considers Continuous Assessment Sheet (CAS) as the basis to compute direct CO and PO/PSO attainment for laboratory practical course. Each experiment is subject to some CO. All COs are distributed among all experiments. CAS has assessment of each experiment in terms of knowledge, punctuality and presentation defined by the institute for each student. Average of all students gives percentage of CO attainment of that experiment for entire class. The process is repeated for all other experiments and hence COs. End semester marks are distributed among all COs equally and its average is considered as end semester attainment. Seminar and project attainment is computed with similar process. Attainment of PO/PSO is computed by normalized CO attainment to maximum correlation level.

File Description	Document
Upload Additional information	[View Document](#)

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

Response: 95.52

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

2021-22	2020-21	2019-20	2018-19	2017-18
264	294	159	152	176

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

2021-22	2020-21	2019-20	2018-19	2017-18
271	295	159	161	208

File Description	Document
Institutional data in the prescribed format	[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: 3.78

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: 0

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

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

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

3.2 Innovation Ecosystem

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

Response:

Dnyanshree Institute of Engineering and Technology has been following a practice of project-based learning since very first batch. Having location at rural area, the institute has always been addressing to agricultural, environmental, socioeconomic issues through major in-house and sponsored projects' development as a part of curriculum and fostering a culture of innovation. Many out of these are multidisciplinary in nature and innovative solutions.

The institute has collaborated with the registered company, 'Saptam Hills' and established an incubation center of about 70 sq.m., at the institute premise. The center works with the objectives to facilitate startup, promote innovation through human and technical resource. It has computing facility, laboratory testing setups, ICT enabled meeting room facilitated by the institute through in-charge of the center. The incubation center has its own policies and functioning body.

The institute has established 'Institution Innovation Council' (IIC) program, launched by Ministry of Education; Govt. of India, in collaboration with AICTE. It functions with its policy and constitution by involving faculty and students in it.

Research and Innovation Quality Circle (RIQC) is established at the institute. Objective of this quality circle is to initiate research and innovation related activities. RIQC has established research funding policy

for innovative activities and research project. It functions with its own constitution. Awareness programs for students and faculty on technical paper writing, intellectual property rights (IPR), project report writing. Organization of annual technical event 'Dnyanavishkar' having project exhibition cum competition and innovative technical competitions, related STTP/FDP, students' training programs, etc. are activities being carried out at the institute. The quality circle analyzes the outcomes of such programs and provides feedbacks to constituent units.

The institute has definite policy for the funding to research and innovation activities. The management is keen and supports in terms of finance, infrastructure and human resource to innovative projects and faculty research. Design and development of agricultural vehicles, in house car designing, design and development of e-vehicles, establishment of IIT Bombay powered e-Yantra laboratory, center of excellence or industry supported laboratories are examples of support by the management. Faculty and students have been publishing technical papers in standard journals and at conferences and some of the faculty members also awarded for best paper writing. Patents are also registered by some of the faculty members 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: 47

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	12	9	7	11

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: 0.29

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	05	12	03	05

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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

Response: 0.01

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

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

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
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:

Carrying out the extension activities is one of the prime objectives of the institute. The institute is established as the means to showcase the real-time outcome of the social vision and mission of the parent Trust. The rural location of the institute itself signifies the weightage and provides enormous opportunities for extension activities. The parent Trust and institute carry out several extension activities, individually or jointly. Teachers, staff, and students are always kept aware of social issues like environmental aspects, the need to earn skills, for the development of rural society, the importance to maintain hygiene, etiquettes, ethical, research extension, and moral values.

The institute has conducted many different activities in the below mentioned provinces,

1. Technical consultancy support to community – in construction of community stage at village Pangare, in the inspection of water tank at Grampanchayat Padali, Mandave, in construction of 'Shree Kedarnath Dham' at village Nitral.
2. National Service Scheme activities – MoU with Mauli Blood Bank, organization of blood donation camp, eye checking camp, etc.
3. MoU with 'Rotary club' - Organization of a workshop on 'Easy Methodologies' to junior College teachers, Naivedyam- Project for food supply to hospitalized patients, etc.
4. Human values and Community services - Donation of grains to Divyangjan homes, food packet distribution through Sub Divisional Magistrate, Satara, programs for teachers in various schools for examination preparation, help to nomadic people by the parent trust, help to various schools by parent Trust, water supply through siphon technology to village Sonwadi-Gajwadi, Kerala flood relief fund contribution, Swachha Bharat Abhiyan, celebration of constitutional day, commemorative days. Online pledges, Organization of safety week.
5. Youth empowerment - Conduction of lecture series for junior College students at hilly terrain.
6. Cultural promotion - organization of spiritual programs for people by parent Trust, Institute services to pilgrims, organization of cultural programs and festivals.
7. Health & hygiene – organization of medical health check up camp, Cleanliness of Sajjangad, Ajinkyatara forts and various villages.
8. Environment consciousness - Tree plantation every year, water supply to trees planted, participation in workshop of 'Measures to control forest fire' organized by department of forest, Maharashtra, establishment of the 'Green Army' at the institute, Development of waste-based construction materials, E-waste collection and sent for recycling
9. Agriculture support - Development of agricultural innovation projects to support farmers like, Self-Propelled Onion Harvester under National Level TIFAN Competition, Pesticide Spraying robots for farming and other operations
10. Woman empowerment and gender sensitization – Webinars, seminars, competitions on Women Equity,
11. Renewable energy –Installation of solar plant and development of Bio gas projects,

Education, skill development and counseling – Conduction of Basic Sciences Lectures and practical at Chhatrapati Abhaysinh Raje Bhosale Jr. College at Gajawadi and Shivsahyadri English Medium School. Organization and conduction of 'Bhavishyavedh' for guiding school students about financial schemes of central and state Government, etc. for education along with career path to students through Engineering education.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

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

Response:

Institute is functioning with gender equity, students' activities and sports quality circles. These quality circles plan and organize various activities pertaining to their objectives. The institute has established NSS in the premise. Many activities carried out through NSS constitution. Activities sensitize students and other stake holders of the institute comprise, blood donation, tree plantation, health checkup camp, awareness program on energy harvesting and green environment, rally to showcase culture of the state, educational programs at other schools/institutes, pilgrim service, voting awareness, various oaths, plastic use awareness program, women empowerment programs, road safety program, gender equity programs, rain water harvesting, fire safety programs, awareness for women health and hygiene, celebration of various commemorative days, yoga day, services through NSS camp activities, celebration of national festivals, cultural activities.

Few of the activities have been awarded by government or government bodies are enlisted below,

1. "Appreciation Certificate", by Rotary Club of Satara for donation to 'Naivedyam' Food Donation project.

2. "Recognition for organizing blood donation camp regularly at institute", by Mauli Blood Bank, Satara, in 2022.

3. "Recognition Certificate" for participation in workshop of 'Measures to control forest fire' organized by department of forest, Maharashtra, in 2019.

4. "Outstanding Leader in Training & placement Award" to Mr. Balasaheb S.Nale by Maharashtra Association of Training Placement Officers(MaTPO) at MaTPO (Western Zone) TPO-HR Summit 2022, in 2022.

5. "Certificate of Institutional Accreditation", by Computer Society of India, National Headquarters, Chennai, in 2019

6. "Appreciation Certificate" to Ms. Prajakta S. Deshmukh (Prajakta Prashant Jadhav) by Jay Social Foundation for remarkable Contribution in Education Sector, in 2022

7. "Letter of appreciation" from Lokmat media Ltd. for 'Kaas Swatchata Abhiyan', in 2021

8. "Letter of gratitude" from Grampanchayat Gajawadi for water supply in 2021

9. "Letter of gratitude" from Anand Parivar Satara for food donation in 2022

10. "Letter of gratitude" from Ahsas for food donation in 2019

11. "Letter of appreciation" from Tahsil for food donation

12. "Certificate of Institutional Accreditation", by The Indian Society for Technical Education (ISTE), in 2019.

13. "The Excellence Award for Best Fuel Economy of Onion Harvester", by Technology Innovation Forum for Agriculture Nurturing (TIFAN), in 2018.

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: 42

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	05	13	07	04

File Description	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: 19

File Description	Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<u>View Document</u>
Institutional data in the prescribed format	<u>View Document</u>
Provide Links for any other relevant document to support the claim (if any)	<u>View Document</u>

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institute has scenic campus having land area 13.02 Acres. Total built up area is 13,888.47 Sq.Meters. To facilitate students for curricular, co-curricular, extra-curricular and sports activities, well-equipped and well-facilitated campus in the rural area is established according to the norms, set by the apex body. Physical infrastructure to satisfy needs of curricular and co-curricular activities are as follows.

1. **Classrooms and Tutorial Room**: ICT enabled classrooms having internet facility and electric points, LCD projector/screen, comfortable sitting arrangement, big glass-board/blackboard, illuminated and ventilated rooms.
2. **Laboratories:** ICT facilitated laboratory, laboratory resources in terms of kits, modern instruments, equipment, computing machines, documentation facilities, manuals, proper illumination and ventilation, Internet facility, notice board, informative charts, and experimentation facilities.
3. **Seminar Halls:** Seating capacity about 150, glass-board, LCD projector, screen, Internet facility, podium, stage arrangement and table, audio system, speakers and hands free microphones, electric fittings, proper illumination and ventilation.
4. **Computer Center:** Modern computing facility, printer, white board, servers, electric fittings with backup, proper illumination and ventilation, Internet facility, furniture, notice boards, informative charts, LCD projector and screen. LAN and antivirus software, Total computing equipment are 296.
5. **Drawing Hall:** More than 60 students' seating arrangement, drawing boards, proper illumination and ventilation, blackboards, notice board, informative charts.
6. **Language Laboratory:** Computing facility for more than 20 students with Internet, furniture, ambiance, special software tutor, headphones, Internet facility, black board/glass board.
7. **Workshop:** Having sections of general workshop as, fitting, carpentry, sheet metal, welding established. Additional workshops for Civil, Electrical and Mechanical engineering established. Well equipped with conventional machines / tools and first aid kit.
8. **Training & Placement Cell:** Training and presentation facility, with projector, screen, blackboard, seating capacity over 40 established. Training & Placement officer cabin, two interview cabins, Placement details charts.
9. **Washrooms, drinking water facility, girls & boys' common rooms:** Clean filtered water facility, Gents and ladies' washrooms, common rooms for boys and girls.
10. **Canteen:** Space to serve hygienic food, snacks, hot and cold beverages and meals. Mess facility, clean and filtered drinking water, more than 100 seating capacity.
11. **Administrative office:** Administrative office having computing facility, internet, furniture established to function with four sections viz. students section, establishment section, account and transport section.

12. **Library:** Rich library having adequate knowledge resource according to norms.

Facility for extracurricular or cultural activities and sports. 'Dnynotsav' and Sports days, celebrated at institute. Attributes of infrastructural facilities are as follows.

Auditorium: Sitting capacity about 1000 and stage arrangement, Internet facility, electricity, to celebrate cultural programs.

Gymkhana & Playgrounds: Two big playgrounds available, Spacious, informative charts, Gymkhana equipment with yoga facilities, first aid kit made available to students for exercise purpose. Facility of indoor games like Carom, chase board, is provided. Cricket kits, volley balls, footballs, disk, shot put, javelins are available.

Apart from these, other supporting facilities established as, incubation center, NSS office, stationary store, central store, examination office, medical Room, Fire and safety system, Solar system, barrier free infrastructure, electric fittings with backup.

File Description	Document
Upload Additional information	View Document

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

Response: 8.48

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.13	1.30	33.50	39.97	25.84

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

4.2 Library as a Learning Resource

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

Response:

The institute has a rich source of central library resources according to norms. The library has 409 Sq. Meters area, having reading capacity of 150. Students and faculty receive study material in hard copies and also in soft form through digital library. Digital library facility is provided with adequate IT Infrastructure having 10 number of computing machines with internet connectivity and printer, scanner as prolonged facilitation. Total number of books' volumes 9386 and titles 4004 maintained. In addition to it, 8810 volumes and 5550 titles of e-books also made available in the library through NDLI and DELNET. The budgetary provision made centrally for the procurement of the library resource. Amount spent on the purchase of books since beginning till the date is 32.77 Lakh. Amount spent on the subscription of journals/e-journals since 2017-18 till the date is 2.19 Lakh.

Open Education Resources (OER) available through NPTEL/SWAYAM also. The institute is a member of NDLI club and participated in various club activities. E-shodhsindhu used as acquisition system and also for e-journal accession. Science open used for e-journal access. Data base of library resource updated regularly. Record of the library maintained regularly pertaining to effective Library management. The library has various sections as, reprography, new arrivals, digital sections, book stacking, periodical section, reading room, non-technical section. Institute Library partially automated using open source Integrated Library Management System like 'KOHA' Version: 18.11.04.000" was in function since 2019, at the institute library. Recently the library has started using 'e-Granthalaya' version 3.0, since 2021. e-Granthalaya has following features,

Book acquisition, cataloging, circulation, serials, micro documents, budgets and searching. The software platforms used for Keeping and updating records of,

1. Text and reference books,
2. Journals,
3. e-references and e-resources,
4. Students' reports on projects,
5. Entries of transactions at library,
6. Student attendance at library.

Library rules and regulations documented and displayed in the central library. Library usage categorized in three different domains as, reading room usage, circulation usage and digital library usage. Library usage register maintained at the central library. Faculty and students register their names in the register before accession of library resource.

Book bank scheme established in the library according to norms prescribed by competent authorities. Students are benefitted from this scheme. Definite rule set established to avail book bank scheme. To avail the scheme, students must be the member of the library. Students apply for book bank scheme in the defined format with necessary documents. All documents verified by library personnel and books provided for the semester period. Priority provided to merit students for availing books on book bank scheme. Cases of book damage or lost, treated according to prescribed rules and regulations by the institute. Students

instructed to return books within two days after completion of end semester examination.

File Description	Document
Upload Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

Response:

The institute has deployed strong IT infrastructure since its beginning to facilitate all stakeholders. The Institute is following AICTE norms for maintaining and updating the computing devices and allied peripherals, operating system, application software and other accessories. IT policies are set for the ICT facilitation, upgrade, procurement and maintenance at institute.

The institute procured and installed two strong servers and 296 computing terminals. All computing devices are interconnected to two servers through intranet.

Internet facility having leased line of 100 Mbps, BSNL line of 4 MBPS and wireless broadband Skynet of 50 MBPS installed at the institute to overcome the difficulty due to geographical location of the Institute. The Wi-Fi transceivers at the Institute, provide wireless access of internet to every stakeholder 24X7 Hours.

The year wise updating of equipment due to modernization and quantitative rise, new purchase against obsolescence, according to norms is accomplished at the institute. It comprises RAM, printer, Microsoft server, Microsoft windows 10 operating systems, Microsoft office, Microsoft SQL server, Microsoft visual studio, Seqrite Endpoint Antivirus, Thinclient Micro-4, photocopy machine, projectors, printer, library management software.

Software like Tally in administration section and various academic software/tools/application software like MATLAB, Multisim, SolidWorks, ORACLE etc. purchased at the institute.

The institute has firewall established in the premise having capacity of 5000 users. It has facility of network distribution. The gateway has filters and works as antivirus.

Social media is strongest way of transacting information. Students and faculty use it to share the information. The information about current affairs at the institute is periodically updated on the institute website. The institute is on Facebook, YouTube, Instagram, Twitter, LinkedIn social platforms and sharing the information about outreach, alumni and students connect, showcasing events, organized competitions, awards, recognitions and current happenings at the institute.

File Description	Document
Upload Additional information	[View Document](#)

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

Response: 3.48

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

Response: 256

File Description	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: 21.35

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

2021-22	2020-21	2019-20	2018-19	2017-18
36.44	34.16	58.68	71.64	55.27

File Description	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 5 - Student Support and Progression

5.1 Student Support

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

Response: 87.96

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

2021-22	2020-21	2019-20	2018-19	2017-18
819	858	702	617	539

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[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](#)
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: 46.01

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

2021-22	2020-21	2019-20	2018-19	2017-18
464	409	643	193	140

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](#)
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: 24.69

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

2021-22	2020-21	2019-20	2018-19	2017-18
69	76	56	33	24

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

2021-22	2020-21	2019-20	2018-19	2017-18
264	294	159	152	176

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](#)
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: 1.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	2	5

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: 1

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

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

File Description	Document
Upload supporting document	[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: 18.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
28	21	21	14	09

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:

'Alumni Association of Dnyanshree Institute of Engineering & Technology, (Degree)' is registered in year 2020 at Office of the Registrar of Societies, Satara. Registration number is 'Ref No. MAHA/17152/SATARA'. The institute has been functioning in liaison with alumni with following intents:

1. To strengthen association among alumni and institute

2. To aware alumni about current information and updates about the institute.

3. To receive current trends, techniques and technology information from alumni.

4. To involve alumni in technical developments and value addition in the curriculum transaction. 5. To enhance outreach of the institute.

6. To provide common platform to alumni, students and faculty to exchange their ideas, social issues, industrial issues and cultural issues.

7. To provide support to alumni for career opportunities, development and higher education.

Alumni of the institute is relatively younger as first batch passed out in the year 2015-16. They are truly proud representatives of the institute in the corporate world and society. Most of the alumni are in the initial phases of their careers. More than 30 alumni are entrepreneurs till the date. Institute organizes annual meet regularly. Institute also put efforts to have alumni interaction through industry-institute forum, institute-entrepreneur forum. The alumni share their opinions and experiences in front of others and motivate students in the field of engineering. The alumni are contributing to the development of the institute in the following ways.

1. Alumni are visiting the institute and conducting lectures/training/workshops and also involved in evaluation of co-curricular activities or competitions for current batch students on the area, they are working in.
2. Alumni supports current batch students in career guidance and placements.
3. Alumni guides students to identify and select internship domains.
4. Alumni guides the current batch students about the present market scenario and requirements to be satisfied by the fresher.
5. Alumni are actively participating in various activities such as sports and cultural if it is convenient for them.
6. Alumni are actively involved in the development of laboratory setups and ICT setups.
7. Some of alumni entrepreneurs have signed Memorandum of Understanding (MoU) with the institute.
8. Alumni recruited in the institute at suitable posts.
9. Alumni provide feedback on curriculum contents.

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:

Considering challenges of rural location, the vision, missions and insightful policies-based governance at the institute proved to be effective.

Be a Center of Excellence in Engineering and Technological Education ever.

Mission: For sustainable development of competent engineering professionals, institute missions are as follows:

1.   To increase the awareness of technical education among the rural society.

2.   To establish effective systems for quality education and supplementary skills for holistic development of engineering aspirants.

3.   To have conducive environment for research and innovation by building eco-systems.

4.   To inculcate the values through ethical and professional practices in real life for development of socially responsible engineering graduates.

The institute is aiming towards achieving excellence in engineering and technological education irrespective of impediments in developing quality resources in rural location.

Policies, catering the vision and missions are implemented effectively in decentralized manner by setting appropriate processes. Execution of these processes at the institute ensured by various organizational positions.

Collective efforts and opinions of Management and teachers are towards quality teaching learning processes, experience-based learning, lifelong skill developments, and developing various facilities. The team spirit is always ensured in the Institute. Honorable Chairman and Secretary of parent Trust, Principal, Teachers, constituted governing body for policy decisions.

The Institute aims at future trends and sustainable development of teachers, staff and students for overcoming new challenges. Industry supported laboratories established, various MoUs are inked, modern incubation center established, faculty and students are encouraged for publications and IPs, project-based learning established and annual exhibition conducted.

The institute inculcates the values through ethical and professional practices. Institute calendar, regular academics monitoring, feedback, reforms, students and faculty induction programs, discipline, audits and

compliance, syllabus completion, plagiarism check in academic reports, extension and societal activities, Mentor-mentee scheme, etc. are regular activities led by related quality circles and departments.

The institute bears decentralized and participative management approach, witnessed in the organizational chart. Respective stakeholders participate in academic, administrative planning, decisions, mechanisms and enforcement.

The governing body approve policies. College Development Committee (CDC)/Local Management Committee (LMC), Managing Director (MD) and Chief Executive Officer (CEO) implement policies. Principal reports to MD in institution's administrative and academic functions. ICT, infrastructure development, purchase & maintenance committees, admission cells and central library report to principal. IQAC position established at the institute in 2020-21, ensuring quality aspects of various execution processes with nine different quality agendas called as quality circles. Academics executed by department heads and monitored by AMC. Faculty and non-teaching staff report to head of the department. All heads of departments report to Vice Principal (academics) since second semester of academic year, 2020-21. Statutory and non-statutory committees work under principal according to objectives. Office Superintendent with examination, account, establishment, student sections, etc. report to principal.

Performance of faculty assessed through appraisal document in the domain of academics results, various portfolios, research, publications, number of work hours, etc. by IQAC and remarks submitted to the principal.

File Description	Document
Upload 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:

Vision of the institute is to be a center of excellence in engineering & technological education ever. The institute works with five core values as, Equity, Integrity, Professionalism, Diligence and Allegiance. The institute is committed to provide higher education opportunity at the rural sector and functions with policy compelled administration. The institute has set certain objectives pertaining to its vision and missions viz.

1. **To become the premiere engineering institute imparting quality education and competitive environment** – The institute has set academic execution process, monitoring and feedback mechanism. Socio-economic, cultural and geographic diversities entertained. Faculty training programs, development programs conducted. Extension activities carried out and NSS established. Various quality circles are established for different agendas to initiate and analyse activities in their domains. Institute provides mentor-mentee scheme and an inclusive environment.

2. **To nurture the employability and entrepreneurship skills among students** – Institute is

working for the developing reflective and purposeful human resource. Various programs conducted for hard and soft skill development pertaining to attitude, logic and aptitude development. Collaboration with alumni, organizations and industry benefits in entrepreneurship skill development. Training and placement cell established and provides opportunities of employability to students. Internship programs are ensured meticulously. Value Added Programs conducted. Industrial visits carried out.

3. **To inculcate project based learning providing technological solutions to local/global issues, industry and society –** Sponsored and in-house projects developed by students in the institute. Definite mechanism for project design, develop, implementation and assessment is set in the institute. Documentation process and templates during project development are well set. Students get financial and resource assistance from the institute in developing products.

4. **To develop research and innovation ecosystem at the institute-** The institute has equipped incubation centre. The institute has registered 'Institution's Innovation Council' (IIC), involving students and faculty. To ensure holistic development of the students at the institute. Institute has Research and Innovation Quality Circle (RIQC) to initiate and analyze efforts in domain of research and innovation.

Administrative functioning of the institute carried out with three sections viz.

Establishment section- Policies and procedures of faculty recruitment, following norms given by apex body and affiliating university. It involves advertisement, communication, interview and selection procedure, document verification, appointment order, joining report, personal files, leave management, implementation of welfare measures, disciplinary conduct, appraisals and documentation.

Account section- Budget and expenses, salary calculations, advances, procurements, maintenance and renovation expenses, financial audits, compliance and record keeping.

Student section- Central admission process, enrollment, communication to competent authority, scholarship, documents submission to affiliating university and authority, roll call preparation, documentation of students' progression.

The institute has statutory and non-statutory committees established with their constitution and objectives.

Statutory Committees – 1. Governing Body 2. College Development Committee/Local Management Committee 3. Anti-Raging Committee 4. Anti-Raging squad 5. Internal Complaint Committee 6. SC/ST Committee and 7. Institute Industry Cell 8. Grievance Redressal Committee

Non-Statutory Committees – 1. Disaster Management 2. Examination Cell 3. Gymkhana 4. Library 5. Training and Placement Cell 6. Institute Industry Partnership Cell 7. R&D Cell 8. Canteen Committee and 9. Purchase Committee.

File Description	Document
Upload 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: B. 3 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[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:

Faculty and Staff welfare and Support provided at Dnyanshree Institute of Engineering and Technology is as below,

1. Advance Payment: Monetary support provided to faculty, office bearers and staff in terms of advance payment.
2. Qualification Upgradation: Higher education support in terms of funds and leaves to faculty and staff.
3. Group Health insurance and EPF Scheme
4. Medical Leave & Maternity leave for eligible staff members
5. Gymnasium facility access to staff
6. Employee gets fees concession for their ward
7. The management ensures the celebration of all the festivals together
8. Sponsorships to attend and present papers in conferences
9. Internet and free Wi-Fi facilities in campus for staff
10. Skill development courses are organized for non- teaching staff
11. Elevator facility is enabled in all the blocks in the institution
12. Internal Complaint Committee and Gender Sensitization Quality Circle is established for creating venues for women members to flourish and gain momentum
13. Support for higher studies/Research/Consultancy.
14. Study Leave
15. Membership of various professional bodies. etc.
16. Motivational awards & recognitions
17. Transport and cafeteria

The performance appraisal system is established in the Institute. Performance Appraisal Form is circulated to teaching and non-teaching staff in the academic year. It is a self-assessment of professional responsibilities, administration capabilities, sincerity, punctualities, behavior, dedication, at personal,

departmental, Institute and university level.

Self-appraisal form of faculty includes personal information, qualification upgradation, experience, subjects taught, results, co-curricular activities, FDP/SDP, funded research projects, incubation activity, industry collaboration, teaching learning, curriculum development, innovative project conduction, membership of statutory committees and bodies, students counseling and development, contribution at department, institute and university level, intellectual property development, publications at conferences and journals, admission process, honors and awards and hours utilization.

The faculty submits Appraisal form with proofs to Head of the department. The Head of the Department assesses the performance and submits it to, Principal Office. The principal also assesses the performance of the teaching staff. Since 2021, IQAC assesses the performance appraisal. The appraisal is reformed in 2021.

The appraisal form of the non-teaching staff consists of an assessment of administration capabilities, sincerities, punctualities, behavior, creativities, social contributions, achievements, and any other aspects at a personal level and Institute level.

Non-teaching staff submits Appraisal form with appropriate proofs to the office bearers. Office incharge assesses the performance based on predefined Criterions and submits it to Principal Office. The principal also assesses the performance of non-teaching staff.

Best performing department, Quality Circle, teaching, and non-teaching staffs are awarded every year.

File Description	Document
Upload 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: 12.69

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	34	00

File Description	Document
Institutional data in the prescribed format	[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: 18.34

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

2021-22	2020-21	2019-20	2018-19	2017-18
33	08	43	14	06

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

2021-22	2020-21	2019-20	2018-19	2017-18
63	52	62	67	55

File Description	Document
Institutional data in the prescribed format	[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:

Being institute from a rural area to coup with the contemporary local, National and Global changes, the Institute is very keen about the resource mobilization and financial management. The institute allocates

budget for,

administrative purpose in the range of 20% to 40% of the total budget,

establishment purpose in the range of 60% to 80% of the total budget,

educational expenses about 5% of the total budget,

and new purchase/upgradation purpose about 5% of the total budget.

Budget approved by Governing Body and recommended by College Development Committee (CDC)/ Local Management Committee (LMC) and prepared and presented by the Principal of the institute. Budget prepared for the conduction of ensuing academic year.

Average utilization of the budget is around 93 % since past five years.

Strategically defined policies and associated procedures of the Institute enables to smoothly carry out all related activities. This aspect facilitates the Institute to develop an incubation center, a center of Excellence like facilities and also for the inculcation of research, in-house and sponsored project/product developments, IT infrastructure, Laboratories equipment/ trainers/kits, sports facilities, cultural activities, a deputation of students, teachers, staff for conferences, various workshops, competitions, seminars, social programs; inviting experts from various fields; permitting teachers for consultancies, paper publications, higher studies; etc.

As per policies of the Institute, financial provisions in the budgets are made for various expenditures.

Account section maintains record of incomes through Student fees, through trust, through consultancies. Account section of the institute follows standard accounting processes and records are maintained in the prescribed formats. Institute has formed a dedicated Finance and Account Committee for monitoring accounts and sanctioning expenditures. The account section prepares the balance sheet and get it audited by competent authority and then from external Chartered Accountant annually.

The internal Finance and Account Committee regularly inspects that there is no misuse, laps, irregularities, etc. of the funds. The Finance and Account Committee verifies record of the account department quarterly, remarks provided to concerned personnel and compliance completed.

Day to day entries and maintenance of accounts is carried out using Indian account software 'Tally'.

The auditing of accounts is carried out by the Institute in every financial year since its' beginning. The expenditure is carried out as per allocated budget.

The mechanism for settling audit objections:

The account section presents the account details, in the form of draft copy of the balance sheet, in front of external auditor appointed by the institute for internal audit.

The auditor audits the balance sheet and identifies mistakes, discrepancies (if any), in the draft copy of balance sheet presented and recommend changes.

The account sections make the necessary corrections and presents it again. The process is repeated until the satisfaction of the auditor appointed for internal audit. Once all objections/discrepancies are cleared, the balance sheet is then audited through an external Charted Accountant. If any objections are raised, the account department clears it by making corrections under the guidance of the Finance and Account Committee.

File Description	Document
Upload 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:

Internal Quality Assurance Cell (IQAC) was established at Dnyanshree Institute of Engineering and Technology, in the academic year 2020-21.

IQAC excels the overall performances of the Institute through planning, implementing, monitoring, reforming and auditing the performances of functioning and ensures OBE and practicing since 2020-21. Institutionalization of the quality assurance strategies and processes has been done in different domains by IQAC.

Institute calendar prepared by IQAC having academic, administration activities of the year. Budget template is set and received form all departments and constituent units for next academic year. Institute has implemented Outcome Based Education (OBE). Academic planning, process and execution defined. Academic calendar set up at all departments. Teaching methodologies, course files prepared for laboratory experiments, theory and tutorials. Academic monitoring committee (AMC) monitors conduction regularly and provides feedback to departments. Corrective actions are sought by AMC and hence IQAC.

Rubrics are set by IQAC for in-semester and end semester assessment and hence term work for project work, theory, practical, assignment, seminars and internships. Mid semester and end semester internal academic audit carried out and compliance carried out. Institute undergoes affiliating university academic audit every year. Attainment of course outcomes derived from performance of unit tests, mid-semester examination, assignments and continuous assessment sheet (CAS). Result analysis template designed to compute this attainment. Teaching methodology modulated for slow and advanced learners from the performance of in-semester evaluation. Remedial teaching conducted to normalize the performance of the class.

Value Added Courses/Programs (VAP) conducted for skill development. Learning resource are shared among students to address the socio-economic diversity.

ICT infrastructure employed during transacting the curriculum. Online courses have been undertaken by faculty members and students. Social platforms used to share the information among stakeholders and society.

Definite traceability method established at the institute for academic resources and infrastructural resources. Dead Stock Register (DSR) maintained at all departments. Laboratory utilization is visible from laboratory time tables.

IQAC defined research grant and research seed money policies at the institute. Students and faculty are motivated to publish research papers, undertake innovative projects, file IPR.

IQAC has divided quality agendas in nine different quality circles viz. Examination Cell, IIPC & Incubation Activity, Research and Innovation Cell, Students Training, VAC & Placement Cell, Infrastructure & ICT Cell, ICC & Gender sensitization, Students Activities & Sports, Teaching & Learning, Continuing Education & Competitive Examination. These quality circles conduct activities in their domains, pertaining to program outcomes. This ecosystem leads to holistic development of students and nurtures consciousness about value education among all stakeholders of the institute. IQAC contributes in the vision of the institute to achieve the excellence in higher education.

File Description	Document
Upload 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: B. Any 3 of the above

File Description	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:

Dnyanshree Institute of Engineering and Technology is very keen in keeping and promoting gender equity among its stake holders according to the policy. The institute follows co-education mode of conduction. Affiliating University has incorporated courses like Basic Human Rights (BHR) and Universal Human Values (UHV) in the curriculum, the institute has developed a BHR manual, referring standard references. Teachers of the institute have also completed the training on UHV courses.

Institute provides equal opportunities to gents/boys and ladies/girls at the campus. To promote gender sensitization and counsel students and stake holders, the institute has established a quality circle to plan and execute various co-curricular, extra-curricular activities and extension activities/programs to celebrate national days and pledges involving representation of girls/women along with societal quality circle and extra-curricular activity quality circle.

Gents and ladies contribute equally and equal opportunities provided at the institute. Ladies faculty shoulder equal responsibilities as, Head of the department, Coordinator of quality circle, accountant, mentor teacher, etc., boys and girls represent various quality circles.

Girl students at the institute are of 36 % and ladies faculty at the institute are of 51 %.

'Nirbhaya Pathak' established at the institute.

Girl students are motivated to participate in various sports activities, project competitions, internships.

The campus is secure and safe for ladies and girl students with CCTV surveillance at the campus and in the buses. Security personnel monitors daily activities in the campus. Facilities provided to boost morals of women and facilitate them while working are as mentioned below.

1. Transport Facility
2. Maternity Leaves
3. Counseling programs through Advocate & Doctor
4. Special leaves
5. Advance payment
6. Common Room
7. Sanitization Machine

Apart from that, the institute has established Internal Complaint Committee (ICC). Periodic meetings conducted to acknowledge and redressing grievances according to objectives and policy. Contact information of committee incharge is disseminated through website.

The institute promotes our culture, social harmony, values and ethical and moral values. Annual cultural program, 'Dnyanotsav' celebrated at the institute. Students, faculties and staff members organize various performances to revive our tradition and rich heritage. Students showcase their talent on this occasion.

Institute celebrates national/international commemorative days national festivals and festivals.

Independence day, Republic day of India, Maharashtra Din celebrated by hosting and unfurling the national flag and playing national anthem.

Teacher's Day celebrated on 5th September every year on the occasion of Birth anniversary of Dr. Sarvapalli Radhakrishnan. Engineer's Day celebrated on 15th September every year at the institute on the occasion of Birth Anniversary of Sir Mokshagundam Visvesvaraya, the great engineer of the India. International Yoga Day celebrated on 21st June. Sadbhavana Divas commended on 20th August. Sanvidhan Divas commended on 26th November. World telecommunication day (17 May), World Environment Day (5th June), World Health Day (7th April), International Blood Donor Day (14th June) are celebrated.

Mahatma Gandhi Jayanti, Jawaharlal Nehru Jayanit (Baldin), Dr. Babasaheb Ambedkar Jayanti, Shahid Diwas, Savitribai Phule Jayanti, Mahatma Jyotiba Phule Jayanti, Chhatrapati Shivaji Maharaj Jayanti, etc. acclaimed at the institute.

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
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
Provide Links for any other relevant document to support the claim (if any)	<u>View Document</u>

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:

Dnyanshree Institute of Engineering and Technology established with the intent of outreach of its programs among society in large at the rural sector. The institute believes in 'teach all and reach all' concept. The place of the institute itself is witnessing conviction of the institute to spread higher education at remote location.

The campus of the institute is open to all diverse sectors of the society to provide inclusive ecosystem for higher education with its own values and ethos. It provides learning ambience with modern infrastructure and facilities ensuring harmony and equality. The institute focuses on providing peace and sense of security among its stakeholders.

Sense of tolerance developed among students by involving them in a team work like project work, cultural events, various chapters, quality circles, festival celebration, voluntary work in various co- curricular, extra-curricular, cultural and extension activities.

Students from diverse social culture having different beliefs and rituals are enrolled in the institute. Student induction program conducted at the institute. Positive interaction made to aware incoming students about the institute culture and to provide them basic information about the institute and discipline. Dress code is followed at the institute. During teaching learning process and other activities, incivilities are discouraged in the campus.

Students and faculty members coming across various regions have been provided transport facility by the institute with affordable charges.

The institute uses English as a common language while transacting the curriculum and for professional communication. Language barrier is addressed by the institute through imparting soft skill and aptitude training to students from competent resource. While classroom and laboratory teaching, meanings of scientific words are explained in local language by teachers to help students understand better. Teachers prepare notes for students to help them in the examination preparation.

The central library provides knowledge resource available to all students through sharing books by book

bank scheme. Computing facilities, platforms, tools are shared to students from open education resources, industry supported laboratories and various collaborations to overcome socio-economic diversity.

The institute sensitize students and employees about values and rights through courses like Basic Human Rights, Universal Human Values, etc.

Students and employees are made aware about constitutional obligations through various means. The institute celebrates national festivals like independence day, republic day and Maharashtra Din. Remembering sacrifices of soldiers, freedom fighters through speeches on these occasions. Services to pilgrims on the occasion of Das Navami provided every year at the campus. Path natya for social awareness, tree plantation, cleaning of forts, provision of water supply to nearby village, sanitary pads distribution and celebration of the Constitution Day at the institute sensitize students and employees about constitutional values, rights, duties, their responsibilities and social belongingness, it imbibes pride and responsibility sense about the country as a sovereign, republic and democratic nation.

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:

1. Title of the Practice

Project Based Learning (PBL)

Objectives of the Practice

Institute is keen to implement true engineering education to develop graduates as solution providers. Identifying need of getting hands on experimentation and skill development, the institute focused on project based learning approach. Following objectives are set to establish project based learning at institute -

To develop multidisciplinary/interdisciplinary solutions to society/industry.

To study new technologies, trends and to develop hard skills

To develop creative thinking, team spirit and problem solving attitude

The Context

In the ever changing scenario of technical advancements, Engineering graduates need to sustain with skills. Productive engineering practice is key performance indicator. Keeping it in view, the institute established project based learning practice.

On the backdrop of rural sector, institute has opportunity to provide engineering solutions to local issues. Students are from diverse culture and facing multifaceted challenges. Educating them to acquire the fundamental engineering knowledge, to develop engineering skills is important. Team building, professionalism, and ethics is important. Student's needs, to be punctual and proficient during the work to be a professional engineer. These requirements are fulfilled through project based learning.

4. **The Practice**

Three to four students prepare a group to work on project. Students to identify the project area and need. Reviewing standard literature or survey required. Each project group is allotted to a guide throughout the semester for mini project and the academic year for major project. Title finalized in consultation with guide and approved by the panel members during the presentation of the abstract. Regular progress is reviewed by the guide. Specified contact hours are allotted to project work in the time table.

Being an experiential learning method, project development involves identification of the problem statement, planning of development, literature survey, designing specifications, selecting tools, designing strategy, prototyping, implementation, experimentation and performance analysis.

The institute developed ecosystem for project development in terms of tools, platforms, collaborated laboratories, test setups etc. The institute formulated project development process, project diary, report writing guidelines, assessment sheets, assessment rubrics and progress reports. Students instructed to learn development platforms and related skills. Report writing, presentation skill development workshops conducted. Periodic presentations with progress reports monitored meticulously. Majorly contemporary, local issues driven project titles defined to provide innovative solutions.

Evidence of Success

The institute has been practicing project based learning since its first batch. The institute organizes project competition in open annual academic event "Dnyanavishkar". Students of the institute demonstrate their projects at various externally organized competitions and received awards.

Students developed self-propelled onion harvester, electronic fencing for farms, automated sowing machine, drones, painting robot, e-waste based paving block development, plastic based paving blocks, solutions against land sliding, plastic waste collecting machine, energy generation from moving vehicles on bridges, bio gas production from solid waste, and e-vehicles at the institute.

The project based learning has developed a solution providing culture and made its identity as true engineering education provider.

6. **Problems Encountered and Resources Required**

Being self-funded and remote location engineering institute, it is challenging to develop and establish ecosystem beyond the regular requirements. It encompasses attitude development, cultural establishment, motivation, collaboration of other organizations, expert human resource, skill development programs,

training to faculty, laboratory test setups, equipment/instruments, sponsoring assistance, guidance and funding. All these challenges have been successfully overcome by the institute with strong support by the management. MoU's partners, collaborators and industry personnel have contributed in successful implementation of this practice at the institute.

2. Title of the Practice:

Guardian Teacher Scheme (GTS)

Objectives:

This practice of the institute is aiming towards minimizing learning problems of student. To increase the effectiveness of the practice following objectives are set.

To monitor and record of students' performances and behavior at the Institute.

To motivate and mentor students to become socially responsible engineer.

To have communication with the parent of the student.

The practice is implemented to maintain conducive learning atmosphere to student. The guardian teacher communicates with parents.

3. The Context:

Being rural based Institute; difficulties associated and are dominantly governed by socioeconomic culture of various students. The percentage of rural based students is more. Most of parents and students have false perceptions about engineering education. This threat results into failures of students in the examinations and may lead to cancellation of admissions. Students are motivated, counseled and helped to minimize their problems. The features of scheme are as follows.

Students of the institute are entertained.

Supports to cater the diversity among students by involving them in Institute practices.

Students and parents are updated about student performances and institute practices.

The practice:

Initially, one of the course teachers is appointed as a guardian teacher for a batch of students. The teacher collects the personal records and previous performances of students in guardian teacher diary.

The teacher arranges weekly meeting of students and understands views about education and institute, guides, motivates and counsel to minimize their weaknesses. Introduce students about institute facilities, support and best practices. These records are updated frequently to add current year performances and parents are also updated. Students are supported to improve their performances. Guardian faculties help

students to resolve their difficulties.

The guardian teacher guides students about future opportunities, and required skill set, behavioral aspects, Importance of positive attitudes etc.

Parents are immediately informed by guardian faculty in case of any incivility by student, and called for a meeting to take necessary actions.

The major constraints of this scheme are as mentioned below.

Sometimes it becomes difficult for the parents to spare time due to their busy schedule.

Reluctance of some of parents.

Evidence of success

The success of scheme is highlighted as follows.

Continuation of better students' performances in the various University examinations. The passing percentage of students is more than 80 % irrespective of their background.

Legacy of better students' attendance in the classes is continued.

Increased number of placements.

Persistency in disciplined culture of the Institute.

Increased participation of students in Institute activities.

Close association and faith among students, teachers, parents and institute.

Problems encountered and Resources Required

Purpose of guardian teacher scheme may remain unfulfilled unless it has been understood by parent and students. Hence no severe problems are encountered in implementing this scheme. Very few resources of the Institute are required to implement this scheme.

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:

Dnyanshree Institute of Engineering and Technology situated at hilly area near Sajjangad, Satara. The institute is affiliated to Dr. Babasaheb Ambedkar Technological University (DBATU), Lonere. Most of the students admitted in the institute are from rural sector.

Infrastructure

The institute has well set academic infrastructure. It comprises modern laboratories with state of the art facilities of instruments, equipment, tools, test setups, platforms, software hardware and computing machines with peripherals. Classrooms are spacious and ventilated and are ICT enabled. Central and additional workshop area has adequate machinery to carry out workshop sessions. Drawing halls are having comfortable board stands and adequate seating capacity. Seminar hall, language laboratory, computer center are central facilities. The campus has internet facility, antivirus, firewall and CCTV surveillance. Curricular, co-curricular and extra-curricular activities are performed regularly at the institutes along with students' development programs pertaining to their holistic development.

Central library is a rich knowledge source at the campus having text and reference books in hard bound and soft form and journals available to faculty and students. It has seating capacity about 150 and functions with its process and policy set at the institute. E-governance is set in the central library for smooth access of the knowledge resource and record keeping.

Administrative office is spacious, having ICT facilities and internet with related tools and furniture. Office bearers function with three different sections viz. account, establishment and student.

Cafeteria provides clean and hygienic water and food to students, employees and guests at the campus. It has about 100 seating capacity. Mess facility is provided.

Two spacious grounds are available at the complex for outdoor games' facilities.

Gymkhana provides exercise equipment, indoor and outdoor games kits. Girl's and Boys' common rooms, medical room, WiFi, and auditorium are other ancillary facilities at the campus.

Quality Circles-

To monitor activites in all academic and administrative domains and ensure quality aspects in the execution of these domains, the institute established nine different quality circles in the academic year 2019-20. Domains/agendas of quality circles are, Examination Cell, IIPC & Incubation Activity, Research and Innovation Cell, Students Training, VAC & Placement Cell, Infrastructure & ICT Cell, ICC & Gender sensitization, Students Activities & Sports, Teaching & Learning, Continuing Education & Competitive Examination. Objectives of quality Circles described below have been strengthening processes and thriving

performances in respective domains.

Examination cell functions with objectives of but not limited to,

1. To Prepare, reform & execute documentation related to examination (internal/University)
2. Test/University result analysis (Qualitative/Quantitative)
3. Feedback of result analysis to departments
4. Result analysis pertaining to CO mapping for UT1/UT2 & Mid-semester examination
5. Formative assessment methods to be planned and uniformly setup (To collect the program data from heads)
6. University communication (TW/Results), GR, Circulars

IIPC & Incubation Activity functions with objectives of but not limited to,

1. Review of active MoUs
2. Short term target to set up new MoUs
3. Consultancy / Product development opportunities
4. Industry sponsored work to academics
5. Students collaboration to seek internships
6. New technology introduction to academic feedback
7. New trends in the nature of placements feedback
8. Feedback to Board of Studies

Research and Innovation Cell functions with objectives of but not limited to,

1. To Prepare, reform & execute documentation related to project execution
2. To set target agenda for number of sponsored projects
3. Domain identification in the program and segregation of projects
4. Number of projects initiates skill development
5. Publications on projects
6. Novelty and innovation factor measurement
7. Faculty research publications targets, documentation
8. Intellectual property development policy

Students Training, VAC & Placement Cell functions with objectives of but not limited to,

1. Classification of efforts in the category of employability, skill development and entrepreneurship domains
2. Agenda and activity calendar of training and placement
3. Feedback to department for academic's prerequisites
4. Information brochure preparation for higher studies (to create awareness of application process, programs, scholarships, universities, Funding for higher education, Awareness of banks support for higher education)

Infrastructure & ICT Cell functions with objectives of but not limited to,

1. To ensure Laboratory/classroom/tutorial rooms/canteen/faculty cabins/library/reading room/computer centre/ Quantity of inventory/Computing resource etc. as per guidelines from

AICTE and their amendments
2. AMC policy for electronic and other inventory.
3. Preparation, reformation & execution of the documentation related to purchase, maintenance, inward, outward, central dead stock entries.
4. Transport related record and responsibilities

ICC & Gender sensitization Quality Circle functions with objectives of but not limited to,

1. Organization of gender equality programs
2. Quarterly meeting agenda and documentation
3. Calendar of activities
4. Students committee and participation
5. To set up channel to communicate activities and their objectives to parents. Preserve the documentation
6. To establish and execute grievance redressal about sexual harassment and provide single point of contact.

Students Activities & Sports Quality Circle functions with objectives of but not limited to,

1. Calendar of societal activities
2. Calendar of sports activities and Yoga
3. Sports resource documentation
4. Sports competitions awareness at District/State/National
5. Preparation, reformation & execution of the documentation related to societal and sports activities
6. Setup students' coordinators and committees
7. To establish NSS and execute its activities for sensitization of students

Teaching & Learning Quality Circle functions with objectives of but not limited to,

1. To prepare academic calendar
2. Daily academic conduct, monitor, feedback, amendments
3. Weekly report generation
4. Mentor – mentee activities
5. Co-curricular activity calendar formation & execution
6. Preparation, reformation & execution of the documentation related academic and co-curricular activities
7. Planning, requirements and execution of academic audit

Continuing Education & Competitive Examination Quality Circle functions with objectives of but not limited to,

1. To support development for competitive examinations
2. To support conduct of faculty training and development

Quality circle coordinators initiate activities pertaining to the quality agenda and ensure its execution and analyze outcome and generate the report.

File Description	Document
Any other relevant information	[View Document](#)
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

Raosaheb Wangde Master Charitable Trust's Dnyanshree Institute of Engineering and Technology functioning strictly adheres to the core values. This adherence helps the institute to support holistic development of the all stake holders. The Institute constantly working for enriching the teaching learning process by addition of various value added programs and other means. Through its collaboration with the renowned institutions/organisations "Dnyanshree Institute of Engineering and Technology" always observes a segment for sensitizing the students on social aspect. A topographical location of the institute brings the allure in operational atmosphere around the year. This helps students and faculties to enhance their attentiveness towards teaching learning process. Alumni showing remarkable participation for the betterment of the institute. Statutory and non-statutory bodies/committees are working with the objectives to achieve the institutes goals.

Concluding Remarks :

Raosaheb Wangde Master Charitable Trust's Dnyanshree Institute of Engineering and Technology is special endeavor of visionary management towards strengthening and fulfilling the social vision and missions. Although functioning at rural place, all functioning of the institute is oriented towards single objective of continually improving and maintaining the quality in every activity. These efforts are taken by every internal stakeholder. The remarkable performances, in short span of time, exhibiting outcomes of the functioning of the institute. The modern and all-inclusive campus and quality conscious policies and procedures are creating disciplines but healthy and conducive atmosphere for the stakeholders.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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)** Answer before DVV Verification : Answer After DVV Verification :49 Remark : As per clarification received from HEI, DVV input is recommended.
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* 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 Answer before DVV Verification: | 2021-22	2020-21	2019-20	2018-19	2017-18 | |---|---|---|---|---| | 383 | 106 | 788 | 39 | 106 | Answer After DVV Verification : | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | |---|---|---|---|---| | 347 | 76 | 184 | 39 | 01 | Remark : As per clarification received from HEI, DVV input is recommended.
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification: | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | |---|---|---|---|---| | 121 | 138 | 80 | 138 | 67 | Answer After DVV Verification : | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | |---|---|---|---|---| | 121 | 138 | 80 | 138 | 67 | 2.1.1.2. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
255	255	255	285	285

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
255	255	285	285	285

Remark : As per clarification received from HEI, DVV input is recommended.

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*

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
35	34	22	34	19

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
20	13	03	14	02

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:

2021-22	2020-21	2019-20	2018-19	2017-18
104	105	114	120	93

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
104	105	114	120	93

Remark : As per clarification received from HEI, DVV input is recommended.

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:

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

| 265 | 293 | 158 | 156 | 133 |

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
264	294	159	152	176

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:

2021-22	2020-21	2019-20	2018-19	2017-18
270	294	159	161	208

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
271	295	159	161	208

Remark : As per clarification received from HEI, DVV input is recommended.

| 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:

2021-22	2020-21	2019-20	2018-19	2017-18
8	12	9	6	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8	12	9	7	11

Remark : As per clarification received from HEI, DVV input is recommended.

| 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:

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

| 24 | 19 | 22 | 8 | 8 |

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
19	05	12	03	05

Remark : As per clarification received from HEI, DVV input is recommended.

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: | 2021-22	2020-21	2019-20	2018-19	2017-18 | |---|---|---|---|---| | 2 | 1 | 2 | 0 | 0 | Answer After DVV Verification : | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | |---|---|---|---|---| | 0 | 1 | 1 | 0 | 0 | Remark : As per clarification received from HEI, DVV input is recommended.
3.4.3	*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.* 3.4.3.1. **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years** Answer before DVV Verification: | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | |---|---|---|---|---| | 6 | 9 | 22 | 10 | 6 | Answer After DVV Verification : | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | |---|---|---|---|---| | 13 | 05 | 13 | 07 | 04 | Remark : As per clarification received from HEI, DVV input is recommended.
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.

    Answer before DVV Verification :
    Answer After DVV Verification :19
Remark : As per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2.69	7.24	53.19	46.21	27.51

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1.13	1.30	33.50	39.97	25.84

Remark : As per clarification received from HEI, DVV input is recommended.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
35.96	28.55	35.86	52.88	53.55

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
36.44	34.16	58.68	71.64	55.27

Remark : As per clarification received from HEI, DVV input is recommended.

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

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:

2021-22	2020-21	2019-20	2018-19	2017-18
69	76	57	33	24

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
69	76	56	33	24

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
273	295	159	161	208

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
264	294	159	152	176

Remark : As per clarification received from HEI, DVV input is recommended.

| 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**

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:

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	2	1	1

Answer After DVV Verification :

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

Remark : As participation and appreciation certificates should not be considered and as per clarification received from HEI, DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
39	26	53	30	38

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
28	21	21	14	09

Remark : As per clarification received from HEI, DVV input is recommended.

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: B. 3 of the above
	Remark : As per clarification received from HEI , DVV input is recommended.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
00	01	07	38	20

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	34	00

Remark : As per clarification received from HEI, DVV input is recommended.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
47	18	47	60	57

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
33	08	43	14	06

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
63	52	62	67	55

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
63	52	62	67	55

Remark : As per clarification received from HEI, DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>54</td><td>56</td><td>59</td><td>59</td><td>73</td></tr></table> Answer After DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>39</td><td>66</td><td>59</td><td>43</td><td>61</td></tr></table>