



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SANT DNYANESHWAR SHIKSHAN SANSTH'S ANNASAHEB DANGE COLLEGE OF ENGINEERING AND TECHNOLOGY

OLD AIRPORT, SANGLI ISLAMPUR ROAD, A/P ASHTA

416301

www.adcet.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Annasaheb Dange College of Engineering and Technology (ADCET), Ashta is one of the iconic public institutions of higher technical education in Western Maharashtra, distinguished by its compassion to produce engineers with competence for improving the human condition and building the nation. Established in 1999, ADCET, Ashta is an Autonomous institute affiliated to Shivaji University, Kolhapur, Maharashtra and approved by AICTE, New Delhi. The institute is NAAC accredited with “A” grade, ISO 9001:2015 certified and eligible programmes are accredited by NBA, New Delhi. The community and culture of ADCET, Ashta are enriched by active bright students, dedicated teachers, and commitments to impart quality education in Engineering.

ADCET's campus is spread over 25 acres in the city of Ashta, Sangli, where 2640 undergraduate students build their lifelong friendships and connections while enjoying their educational journey. The College is a leader in academic excellence, with a particular focus on outcome based education and National Education Policy 2020 by setting clear and unambiguous framework for curriculum planning along with clear standards for observable, measurable outcomes. We are continuously emphasizing on restructuring of curriculum, assessment and reporting practices in education to reflect the achievement of high order learning and mastery rather than the accumulation of course credits. College is focusing on “Student Centric Learning” by fostering close working relationships between faculty and students.

We, at ADCET, Ashta incline our students towards learning through conversation and collaboration, micro, mini and mega projects, community and social justice engagement, internships in industry, original research and experimentation. Our cooperative relationship with IITs, NITs, and research organizations enlarges the academic opportunities for our students and their social community. Our active ties to engineering and allied industries gives the opportunities for skill enhancement and further extend the employment opportunities.

ADCET community is rich in diversity offers every member an equal respect and provides an equal opportunity of academic excellence and employment. We offer robust student scholarship support while protecting against excessive debt – because we believe a quality higher education should be affordable to all.

We emphasize the 4 C's: COMPETENCE | CONFIDENCE | COMMITMENT | COMPASSION

Vision

To be a Leader in producing professionally competent engineers.

Mission

We, Annasaheb Dange College of Engineering & Technology, Ashta, are committed to achieve our vision by,

- M1. Imparting effective outcome based education.
- M2. Preparing students through skill oriented courses to excel in their profession with ethical values.

- M3. Promoting research to benefit the society.
- M4. Strengthening relationship with all the stakeholders.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. **Academic Autonomy:** The institute is permanently affiliated to Shivaji University, Kolhapur, and the autonomous status granted by UGC provides the much needed flexibility in framing the industry ready curriculum.
2. **Visionary management:** The management is proactive and transparent approach in advocating policies and developing the institute in tune with the changing needs of the stakeholders and the society at large.
3. **State-of-the art infrastructure:** Spacious and beautiful campus with well-equipped laboratories, secured hostel facilities for boys and girls with world class Gymnasium and sports facilities.
4. **Excellent library facility:** The institute has one of the best library facilities with sufficient books, print journals and access to world class online databases in relevant fields.
5. **Accreditation:** The institute is accredited by NAAC and majority of its programmes are accredited by National board of Accreditation (NBA), New Delhi.
6. **Outcome based teaching and learning:** The institute has implemented outcome based industry oriented curriculum with effective delivery and assessment methods.
7. **Mentoring system:** Student support systems in the form of mentoring and counseling are present. The institute has appointed a full time Psychologist to cater to the psychological issues.

Institutional Weakness

1. **Student Input Quality:** Most of the students come from rural background and have weak language and IT skills.
2. **Lack of industry exposure:** The presence of industrial belt with MNCs, big corporate houses is lacking in this area.
3. **Lack of research and development:** The institute has limited faculty contributing in research and development. Publication in refereed journals is not adequate.
4. **Lack of collaborative projects:** Less representation of faculty in national/international forums, contributing to less no. of collaborative projects with national/international institutes/universities for faculty or students.

Institutional Opportunity

1. **New Education Policy:** The New Education Policy opens up an opportunity for the institute to become a multidisciplinary university. The institute has meaningful interaction with various industries in tune with NEP and Skill Development Programs.
2. **Increasing Multi-disciplinary and Trans-disciplinary projects:** The institute imparts high quality learning in all major branches of engineering. The institute can offer advanced programs that facilitate inter-disciplinary and trans-disciplinary learning and research at the highest level.
3. **Developing online courses:** All the faculties are well versed with online teaching and Learning. The institute has the good IT infrastructure, giving a big scope for developing online courses in all fields.

4. **MOUs with Universities:** Faculty and student exchange with MOU connected universities through short term certification courses and other diverse programs.

Institutional Challenge

1. **Geographical disadvantage:** Being located in rural area, limitations to attract the talent- students and diverse faculties with industry experience from national and global regions. There is absence of industrial area in the vicinity.
2. **Quality placement and internships:** There are no big MNCs nearby and it is also difficult to attract core engineering companies for placement with higher package.
3. **Fewer admissions in some programs:** Fewer Admissions due to declining interest of students in some of the core branches of engineering.
4. **Increase in Autonomous Institutes:** The affiliated Engineering Institutes in the vicinity are getting autonomous status creating challenges for admissions and retaining the faculty in highly demanding branches.
5. **Student's interest in Entrepreneurship and Research:** The societal mindset in the region is to get a job post degree completion, resulting in lack of the student's interest in entrepreneurship as a career.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

ADCET received autonomous status from 2017-2018. The curriculum was first revised in academic year 2017-2018(R0 version) and later in 2019-2020 (R1 version) curriculum was again revised with respect to AICTE guidelines.

Structure of curriculum development: The Curriculum design and implementation associated with the academic flexibility, enrichment and feedback system at ADCET is described in this section. The curricula and syllabi are mainly focus on local, national, regional and global development. The Choice Based Credit System (CBCS) is implemented in programmes in this Institution. The POs, PSOs and COs are formulated for all programmes focusing towards employability and research-oriented courses for knowledge enrichment. The curriculum is designed and implemented based on the AICTE guidelines and feedback received from the various stakeholders.

Feedback Mechanism at ADCET: Feedback from the stakeholders like students, members of faculty, alumni and employers are collected and analyzed through online/offline. Based on the feedback analysis, the revision of syllabus is carried out in all the programmes offered in the Institution on par with developments in the respective domains. Course wise periodic student feedback is collected and analyzed through online for faculty evaluation and the report is communicated to the respective faculty members, so that assess themselves to improve and contribute to teaching learning process in a positive way. Focus on employability/entrepreneurship/ skill development. All the courses in the curricula have mainly focusing on employability, entrepreneurship and skill development. The Skill development initiatives finds a new significance and focus on the National Education Policy (NEP 2020) by the Government of India, and paves the way for building a strong and progressive nation. Also, the institution incorporates the courses relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability. Many new courses have been introduced across all programmes during the last five academic years. The Institution is also offering life skill

based value added courses for all the programmes. For In-plant training/Internships there is a provision to earn additional credits and interdisciplinary open elective courses are also offered. Projects are also part of each programme being offered.

Teaching-learning and Evaluation

Indian classroom is a typical mixture of students with varied ability. Basically, they differ from each other in terms of cognitive development and in their articulation of understanding the concepts taught. ADCET assesses the learning levels of the students individually. Overall as well as course wise assessments are being done. Advanced learners are provided support to participate in various events Hackathons, International/National/State level project competitions, joining MOOC courses etc. Slow learners are identified course wise and provided coaching by the concerned faculty and their improvements are followed up. The gaps between the teaching learning process and the expected outcomes are identified and accordingly, various student-centric methods are proposed to increase the participation of the students in the learning process. Experiential Learning, Participative Learning and Problem Solving Methodologies are being implemented for all courses based on the nature of the course. Academic calendar is prepared and circulated before the commencement of classes in the beginning of every year. This contains the semester working days, schedule of all curricular activities including continuous assessments and end semester examinations. The planning for lecture delivery is done based on the academic calendar and faculty prepare the lesson plans hence forth. Outcome Based Education (OBE) is being followed in the departments. Learning outcomes help the faculty as well as the students to know about the objectives and outcomes of the programmes. Program Assessment Committee meetings and Department IQAC provides suggestions for further actions in the teaching-learning process.

Students are assessed by Continuous internal assessment and Semester End Examinations. Activity based assessment is one of the key aspect of assessment here in ADCET.

Research, Innovations and Extension

ADCET aims to share knowledge through quality education, research and innovation. To achieve this goal, the Institution seeks to strengthen research and innovation activities by motivating members of faculty and students in their desired path of research and career. A notable number of members of faculty are on the verge of obtaining their Ph.D. degrees meeting the simultaneous aspirations of teaching. Members of faculty are motivated and rendered financial support to apply for Research Grants/Infrastructure to various funding agencies of both Government and Non-Government Organizations. The Institution facilitates the faculty in preparing an effective funding project proposals and budget, which are constructive and valuable for the upcoming generation to meet out their needs. ADCET has received some research projects from various funding agencies like, ISHRAE, ISTE, AICTE and SERB-DST, SUK etc., so far. The Institution generated Rs.50.84 lakhs through consultancy and training works. Institute has purchased subscription of Turnitin Plagiarism software. R&D Cell of ADCET comprises of dedicated team of faculty representation from all departments of the institute. The main objective of this cell is to inculcate Research and Development culture in the institute. The Institute has good research facilities available at each department. To encourage faculty members for undertaking quality research, clearly defined policies are established in the institute. Research and Development Cell of the institute organizes various activities and technical sessions on how to write a quality

research papers, awareness of IPR patent filing, how to write a research proposal, how to select appropriate and quality journals for paper publications etc.

Institute has a separate Intellectual Property Rights (IPR) Cell. Institute supports faculty to file and publish patents by providing financial supports. Institute encourage and supports faculty to write research papers and publish in reputed national/ international conferences/journals. Institute also supports faculty permitting duty leaves, and financial support to faculty. For promotion of research, seed funding scheme from the institution has been started since 2013. Institute provides Seed money fund every year to enhance the research culture among faculty and students of the institute.

Infrastructure and Learning Resources

The Institute has excellent green campus with modern facilities and learning resources. There are 46 dedicated classrooms and seminar halls equipped with LCD, Wi-Fi and LAN, 101 laboratories to encourage experiential learning. The institute has roof-top solar system worth 56 lakh with capacity of 100 kW. Total power generation through solar power system is around 400 units per day, which contributes 25-30% of total electricity consumption. Entire campus is equipped with rain water harvesting, waste management and grey water recycling plant ensure sustainability on the campus. Lifts and ramps are available for differently abled persons. The institute provides 1032 computers with student-computer ratio of 2.71:1. Internet of 500 Mbps ensures smooth and quick digital experience. The institute uses 7 servers, 37 UPS of different capacities, 94 printers, 61 LCD and 09 scanners. The security of the campus is ensured with 85 CCTV cameras installed across the campus. ADCET has techno hub incubation centre to promote research activity. The content creation lab is developed in area 100sqm to promote online teaching learning. Overall development of the students is ensured by providing healthy environment for sports and cultural activities. In the institute all-round development of students is achieved by providing sufficient space for sports, gymnasium, and yoga, cultural and social activities in the campus. Students make use of this space to develop them academically as well as other development activities. Institute has a spacious, well equipped sports complex with area 1999.37 sq.mt.

Central Library is a four-storied, state-of-the-art Wi-Fi enabled, furnished building with an area of 1232 sq.m has a seating capacity of more than 350 users, including books, bound volumes of periodicals, dissertations, and non-print media like CDs, E-Books, and E-Journals. A total of 56660 reading materials, comprising 45276 print books, 9726 e-books, and 1658 bound volumes of journals and magazines, are housed at the central library. The library has a total of 17321 titles available. We subscribe to 1249 e-journals and 62 print publications, which include 52 journals and 10 magazines. The library has 4016 CDs and DVDs in its collection.

Student Support and Progression

Students are the primary stakeholders of the Institution, who has been devising measures like student empowerment, inclusive practices and skill development that student supportive and student-centric. The Institution ensures the prompt application schedule and payment of SC/ST/BC/MBC scholarships provided by the State Government and the Government of India. In addition to this, scholarships offered by NGOs are also liaised by the Institution. The Institution has offered many programmes in Soft skills, Language and Communication Skills, Life skills and Awareness of Trends in Technology. The Institution also offers coaching for GATE and other examinations every year and many programmes towards career counseling has been offered. Training and Placement Cell empowers the students on regular basis to be job-ready through their intensive career development programmes. The Institution has an active Placement Cell which bridges the gap

between the students and the suitable employment opportunities awaiting them. Cultural Committee and Sports Committee cater to their personal values like leadership, comradeship, sportsmanship and celebration of togetherness. Several co-curricular, extra-curricular and sports activities are being conducted to facilitate holistic development of the students personality and emerge as a socially matured individual. The Internal Complaint Cell is vigilant in sensing gender menaces in any form and are quick to adopt practical measures in gender sensitization and abolishment of sexual harassment. The Anti-Ragging Committee that ensures a ragging-free campus and this committee directly take up issues and look for a speedy resolution of the same. The Institution has an active Alumni Association Cell and the main objective of the Association is to bridge the gap between the Institution and the alumni. The alumni contribute with their support to the Institution. The alumni actively involved in various events either as resource persons, judges or facilitators for extra-curricular activities.

Governance, Leadership and Management

The Annasaheb Dange College of Engineering and Technology, Ashta (ADCET, Ashta) upholds the effective governance of the institution by maintaining the transparency in the system through participative management and decision making. The overall policy making and vision is set by the Governing Body (GB) with the inputs from the think-tank bodies such as Internal Quality Assurance Cell (IQAC), College Development Committee (CDC), Academic Council (AC), and Finance Committee (FM).

The execution and implementation of policies are steered by the Core Committee (CM) with the help of other bodies such as Institute Exam Committee (IEC), Institute Innovation Council (IIC), Student Council (SC), Hotel Committee (HC) and other committees. Faculty members of the institute are involved in all the decision making and executive bodies. The feedback from the external stakeholders on the performance of the institute is obtained through the bodies such as Alumni Cell, Parents Teachers Association. The Industry experts are included in the GB, AC and IQAC for obtaining their opinion and inputs in the management of the Institute.

The Institute Annasaheb Dange College of Engineering and Technology, Ashta (ADCET, Ashta) takes pride and responsibility in the wellbeing and progress of its most significant stakeholders, the Teaching Faculty Members and Non-Teaching Staff. The Financial, Mental and Physical wellbeing of the Faculty and Staff Members is one of the most important agenda in our policy making process. The Faculty members are provided with financial support and academic relaxation for their professional development through attending the conferences and workshops, also the faculty members are encouraged to pursue Ph.D and necessary study leaves are provided by the institute.

The institutional budget is prepared every year by considering recurring, nonrecurring and Capital expenditure comparing last year's actual expenditure and proposed expenditure given by the department. All administrative and academic heads submit the budget required for the subsequent financial year. All coordinators of different cells like Training & Placement Cell, Research & Development, Controller of Examination, Cultural cell etc., are also instructed to submit their budget. Provision of recurring and capital budget is done by considering Tuition fee and Development Fee respectively.

Institutional Values and Best Practices

Institutional Values and Best Practices of ADCET strengthen the Institutional activities towards erudite teaching-learning environment, digital training, placement and assessment methodology. The Institution has

conducted gender equity programmes under Women Empowerment Cell with pre-action plan on every year to provide safety and security to the girl students and ensure that girl students are counseled by a trained mentor. The Institution has the best possible steps for managing solid wastes, liquid wastes and E wastes in-line with Green Campus Policy. The practices adopted to maintain waste-management are ecofriendly, economically sustainable and as per regulatory norms. The Institution takes all the necessary measures to conserve rainwater in the best possible ways. The Institution has taken initiatives and practices for alternatives for plastic usage. The use of plastics is prohibited strictly in the Campus to make clean and reduce the impact on environment. The Institution initiates energy conservation measures like solar energy, automatic light controller, and use of LED bulbs and equipment used for power efficiency. The Institution has provision for providing lift facility, ramp facility, washroom facility and extended time for examination and counseling facility for the differently abled students. It even enlightens students by organizing awareness programmes workshops, training programmes regarding the importance of eco-friendly environment, health awareness campaigns, skill development programmes etc., are organized to contribute the local community. ADCET has a specific Code of Conduct for the stakeholders who are part and parcel of the Institution which offers course on Universal Human Values, Constitution of India and Professional Ethics to technical graduates as part of the curricula. The Institution is functioning as per the professional code prescribed and suggested by statutory bodies. Various Committees prescribed by the Governing Body, exercise their responsibilities in the Institution as a whole. The Institution has best practices to ensure overall development and promote a healthy research environment, placements and innovation.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SANT DNYANESHWAR SHIKSHAN SANSTH'S ANNASAHEB DANGE COLLEGE OF ENGINEERING AND TECHNOLOGY
Address	Old Airport, Sangli Islampur road, A/P Ashta
City	Ashta
State	Maharashtra
Pin	416301
Website	www.adcet.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Dr. Vikram S. Patil	02342-241106	8600106350	-	director@adcet.in
IQAC / CIQA coordinator	Kiran J Burle	02342-241107	9766250246	-	dean_qa@adcet.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	01-01-1999

'Autonomy'	
Date of grant of 'Autonomy' to the College by UGC	08-06-2017

University to which the college is affiliated		
State	University name	Document
Maharashtra	Shivaji University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	18-10-2016	View Document
12B of UGC	18-10-2016	View Document

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	03-07-2022	12	

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	Old Airport, Sangli Islampur road, A/P Ashta	Urban	10	53655.32

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Mechanical Engineering	48	MHT-CET, JEE	English	480	454
UG	BTech,Computer Science And Engineering	48	MHT-CET, JEE	English	480	480
UG	BTech,Electrical Engineering	48	MHT-CET, JEE	English	480	480
UG	BTech,Civil Engineering	48	MHT-CET, JEE	English	240	233
UG	BTech,Aeronautical Engineering	48	MHT-CET, JEE	English	240	218
UG	BTech,Food Technology	48	MHT-CET, JEE	English	240	108
UG	BTech,Computer Science And Engineering Internet Of Things Cyber Security Including Block Chain Technology	48	MHT-CET, JEE	English	240	134
UG	BTech,Artificial Intelligence And Data Science	48	MHT-CET, JEE	English	240	138
UG	BTech,Agriculture Engineering	48	MHT-CET, JEE	English	240	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	7				19				80			
Recruited	1	0	0	1	1	0	0	1	57	11	0	68
Yet to Recruit	6				18				12			
Sanctioned by the Management/Society or Other Authorized Bodies	11				18				44			
Recruited	10	1	0	11	13	1	0	14	30	14	0	44
Yet to Recruit	0				4				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						155
Recruited	94		61		0	155
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				59
Recruited	57	2	0	59
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	10	1	0	10	0	0	1	0	0	22
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	4	1	0	86	25	0	117
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1591	20	0	0	1611
	Female	820	7	0	0	827
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Category		Year 1	Year 2	Year 3	Year 4	
SC	Male	13	13	22	26	
	Female	10	10	9	8	
	Others	0	0	0	0	
ST	Male	2	1	1	1	
	Female	1	0	1	1	
	Others	0	0	0	0	
OBC	Male	29	21	38	54	
	Female	18	11	14	11	
	Others	0	0	0	0	
General	Male	146	128	142	187	
	Female	56	52	85	79	
	Others	0	0	0	0	
Others	Male	90	79	106	140	
	Female	44	31	35	38	
	Others	0	0	0	0	
Total		409	346	453	545	

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Aeronautical Engineering	View Document
Agriculture Engineering	View Document
Artificial Intelligence And Data Science	View Document
Civil Engineering	View Document
Computer Science And Engineering	View Document
Computer Science And Engineering Internet Of Things Cyber Security Including Block Chain Technology	View Document
Electrical Engineering	View Document
Food Technology	View Document
Mechanical Engineering	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The National Education Policy (NEP) 2020 lays emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving, but also social, ethical, and emotional capacities. The Vision of NEP, to provide high quality education rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower, is well taken by Annasaheb Dange College of Engineering and Technology (ADCET). A series of discussion sessions among the faculty members were initiated on the key principles of NEP such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. In view of the NEP, all academic programmes are redesigned to include Multidisciplinary /Interdisciplinary courses as open electives. The Institute is adequately equipped with infrastructure for multidisciplinary/interdisciplinary</p>
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	<p>focus on curriculum development/modifications. All programmes are designed in such a way that students get maximum flexibility to choose elective courses offered in other specializations. ADCET is proactively working towards implementation of the suggestions given in the NEP.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>An Academic Bank of Credit (ABC) which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned is a key component of the NEP-2020 that academic institutions need to implement. Integrating Higher Educational Institutions in a globalised space is critical and urgent as we move forward. Taking this into consideration, the institute has been registered for Academic Bank of Credits (ABC) on nad.digitallocker.gov.in. Students enrolled in first year during academic year 2022-2023 have been registered on ABC portal. Further the institute has implemented online courses through National schemes like SWAYAM, NPTEL, Coursera, etc, for the students and considering for credits earned against elective courses. The institute shall make necessary arrangement and amendments in the academic system. There shall be a dedicated system to promote effective management of 'Academic Bank of Credits'. Efforts shall be made to recognize, transfer and redemption of credits gained by the students appropriately.</p>
<p>3. Skill development:</p>	<p>To address the skills development component as envisaged in NEP-2020, the institute has taken efforts to strengthen the curriculum with adequate skill development content. The curriculum develops skills of students like creativity and innovation, critical thinking and higher order thinking capacities, problem-solving abilities, communication skills, teamwork, planning and organizing, lifelong learning, commercial awareness, adaptability or flexibility through industry ready curriculum. Students are motivated to participate in extracurricular activities and organizing events, on and off the campus, to explore a number of qualities like managerial skills/leadership skills, planning and enterprising skills, and interpersonal skills. The institution is offering value-based education to inculcate positivity amongst the learners that include the development of humanistic, ethical,</p>

	<p>constitutional, and universal human values, citizenship values, and also life-skills. Further the institution shall tie-up with state and central government initiatives to promote skill development.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>As a part of the NEP-2020 implementation, the institution shall float an environment where students can engage in teaching learning in their mother tongue (regional language). Students shall be motivated to use SWAYAM platform for learning courses of engineering in regional languages. To improve confidence in students from rural backgrounds and to improve understanding of concepts, faculty are using mother tongue as the medium of instruction in teaching learning process to make students understand some of the difficult concepts. The ability to express the views, ideas, thoughts, opinions, etc., by the student shall be addressed with a mix of English and local languages. The cultural awareness and expression among the students are developed by motivating them to participate in various cultural activities.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institute follows the outcome based education (OBE) system which is reflected in the curriculum design, teaching & learning process and assessment of the students. The institution adheres to the National Board of Accreditation norms to prepare the curriculum with clearly stated Institute Vision & Mission, Department Vision & Mission, Programme Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and course outcomes (COs). The entire process is aimed to realize the value-addition in transforming students admitted to the Programme into capable technocrats, having sound domain knowledge and a satisfactory level of professional skills and attributes for ready employment in technical world. The institute focuses on effective learning that requires a comprehensive approach involving appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support. The curriculum is interesting and relevant, and updated regularly to align with the latest knowledge requirements and to meet specified learning outcomes. The assessment methods are scientific, designed to continuously improve learning and test the application of knowledge. Thus, curriculum, pedagogy, continuous</p>

	<p>assessment, and student support are the cornerstones for quality learning. Along with providing suitable resources and infrastructure, such as quality libraries, classrooms, labs, technology, sports/recreation areas, student discussion spaces, and dining areas, a number of initiatives are taken to ensure that learning environments are engaging and supportive, and enable all students to succeed.</p>
<p>6. Distance education/online education:</p>	<p>Online education has broken the geographical barriers creating interaction of experts and students from far off places. This can be considered as the new normal, which is envisaged in New Education Policy as well. In this connection, the institute has implemented online courses through National schemes like SWAYAM, NPTEL, and Coursera etc. for our students and considering for credits earned against elective courses. Due to the experience gained during lockdown period of Covid-19, access to online resources by educators and students will not be a constraint anymore. Students are encouraged to do MOOC courses at the institute. Institute has successfully imparted all its course content delivery in online mode during the Covid-19 pandemic with tools such as Zoom and Google Meet, WebEx app, Google Suite etc. Sensing the need for the distance education and online education, the institution shall float modules that can be offered in distance mode/online mode. Learning management systems are made mandatory for the entire faculty to promote online education. Required digital infrastructure is updated to support digital learning. Appropriate existing e-learning platforms are strengthened and content creation and dissemination is encouraged in academic practices.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Literacy Club is set up in Annasaheb Dange College of Engineering and Technology, (ADCET) Ashta, District- Sangli, Maharashtra, with the primary objective of sensitizing the student community about democratic rights which includes casting votes in elections. We conduct awareness programs to educate the targeted populations about voter registration, electoral process, and related</p>
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	<p>matters. We help election commission during entire election process at assembly constituency and Teacher Constituency election programs by sending our non-teaching staff. We also conduct street plays, poster presentations, elocution, essay writing and other programs which create awareness regarding electoral procedures.</p>
<p>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?</p>	<p>Yes. Established in the year 2017. Electoral Literacy Club has been constituted as per the directions of Election Commission of India to spread electoral literacy among the students. Objectives: 1. To educate the targeted populations about voter registration, electoral process and related matters through hands on experience. 2. To facilitate EVM and VVPAT familiarization and education about the robustness of EVM as well as the integrity of the electoral process using EVMs. 3. To help the target audience understand the value of their vote and exercise their suffrage right in a confident, comfortable, and ethical manner. 4. To harness the potential of ELC members for carrying the electoral literacy in communities. 5. To facilitate voter registration for its eligible members who are not yet registered VI. To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every vote counts' and 'No Voter to be Left Behind. The Institution has the ELC functional with the following office bearers for AY– 2022-23. Sr. No Name Designation Functional Role 01 Prof. R. A, Kanai Executive Director Executive Director 02 Dr. Vikram S. Patil Director Director 03 Prof. S. B. Hivarekar Registrar Nodal Officer 04 Prof. Amol Dange Incharge, Student Council Assistant Nodal Officer 05 Miss. Sakshi Kharat Student Representative Campus Ambassador</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>We at Annasaheb Dange college of Engineering and Technology, Ashta take following initiatives under ELC club. • Participation in voter registration of students. • Voluntary contribution by the students in electoral processes. • Assisting District Election Administration in conduct of poll. • Voter awareness campaigns, • Promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>

<p>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.</p>	<p>The ELC takes initiatives that are socially relevant to electoral related issues especially awareness drives, registering new voters at institute level and participation in electoral processes. 1. To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable, and ethical manner 2. To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every vote counts' and 'No Voter to be Left Behind'.</p>
<p>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.</p>	<p>Every year during admission process of first year new voter registration drive is conducted at Institute for above 18 years of age students. Also one more special drive is organized for remaining students those who are above 18 years of other classes in the institute.</p>

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2021-22	2020-21	2019-20	2018-19	2017-18
10	8	9	12	12
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 8

2 Students

2.1

Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2640	2799	2733	2699	2679
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

Number of outgoing / final year students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
793	831	710	604	728
File Description		Document		
Institutional data in prescribed format		View Document		

2.3

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2622	2792	2729	2697	2669
File Description		Document		
Institutional data in prescribed format		View Document		

2.4

Number of revaluation applications year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
146	38	143	181	88

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
591	586	603	507	440
File Description		Document		
Institutional data in prescribed format		View Document		

3.2

Number of full time teachers year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
134	107	110	138	133
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
136	107	110	138	133
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution

4.1

Number of eligible applications received for admissions to all the programs year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
487	402	492	545	594
File Description		Document		
Institutional data in prescribed format		View Document		

4.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
456	367	430	459	449
File Description		Document		
Institutional data in prescribed format		View Document		

4.3

Total number of classrooms and seminar halls

Response: 46

4.4

Total number of computers in the campus for academic purpose

Response: 833

4.5

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
523.8	612.6	795.2	662.1	1215

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

The curricula for the various programs have been formulated in accordance with the guidelines of AICTE, affiliating university, involving the stakeholder's feedback and are in tune with the vision and mission of the Institution to meet the local/ national/ regional/ global developmental needs of the society. The institution strives to produce good quality engineers to meet the requirement of diverse industries such as infrastructural development, manufacturing, design and analysis, information technology, electrical, electronic, communication, food technologies, aeronautical etc. The Graduate Attributes are adopted as Program Outcomes. Program Specific Outcomes for each program have been formulated to ensure the attainment of domain-specific knowledge and skills in relation with course outcomes. The curriculum is formulated in tune with the PO's and PSO's and is modified at regular intervals by the Boards of Study of each program. The curriculum consists of Humanities, Basic and Engineering Sciences, Professional Core subjects, Open and Professional Electives, skill development courses, mini-projects, laboratory work and project work as per the guidelines provided by AICTE. Technical report writing and Language laboratory enhance written and verbal communication skills. Study of fundamental concepts of basic sciences enables the students to understand and apply them to solve engineering problems. Students learn various important concepts in professional core subjects and also advanced concepts in professional elective subjects which enhance their analytical and problem-solving skills. Study of open electives belonging to other branches of engineering paves the way for an interdisciplinary approach to learning. Conduct of laboratory work enables the students understands the practical applications of several theoretical concepts. Mini-projects presentation carried out by the students to help them to consolidate and apply their conceptual understanding of various subjects. Seminars help enhance the presentation skills of the students. The project work/ internship taken up in the final year enables the students to consolidate their knowledge, write and present technical reports and learn the benefits of teamwork. Students are encouraged to carry out project work as interns in industry. Co-curricular and extra-curricular activities aim to inculcate these qualities in order to bring about holistic personality development of students. Students are also encouraged to participate in technical competitions and ideation contests as part of co-curricular activities. They also participate in sports activities on a regular basis. Training in technical and soft skills has been imparted to the students during their graduation. Soft skills involve training in communication skills, quantitative reasoning, logic and aptitude. This training ensures better employability for the students. Training in the latest software and technologies is offered to the students under technical skills. With a view to promote self-learning, students are encouraged to clear at least one online NPTEL/ MOOCS certification examination. The curricular development helps the students to continue to make a meaningful contribution to their development and contribution to the welfare of mankind. The success of curriculum design and development can be gauged by enhanced employability, increased placements.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 100

1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response: 15

1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 15

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 78.28

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
578	570	399	320	295

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>Response: 41.34</p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 494</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.</p> <p>Response: 1195</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document
<p>1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>Response: 100</p>	
<p>1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.</p> <p>Response: 10</p>	

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3 Curriculum Enrichment

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

Response:

Gender Equality: Annasaheb Dange College of Engineering & Technology (ADCET) inculcates social values relevant to gender, environment and sustainability, human values, and ethics by incorporating relevant courses in the curriculum and by conducting supporting activities for the staff and students to develop a vibrant atmosphere on the campus. ADCET provides equal opportunities to the students, faculty, and staff in all spheres without any gender discrimination. Presently, around 30% of the students in the college are girls and 25% of the faculties and staff are females. A course on Professional Ethics and Human Values [PEHV] has been included in the curriculum in which gender equality is taught to all UG students. In ADCET, boys and girls are treated equally in all respect, be it curricular activities, co-curricular activities such as students' associations, paper/project presentations, professional society-related activities, activities in various clubs, students' councils and class monitoring committee meetings, other leadership roles, etc. and extracurricular activities such as NCC, NSS, Sports, and Cultural. The Women Development Cell (WDC) in ADCET motivates and strives to enhance the activities of female students, faculty, and staff.

Environment & Sustainability: In order to inculcate the importance of environment and sustainability, courses such as Air Pollution Management, Environmental Impact Assessment, Renewable Energy Sources, Energy Auditing and Energy Management, Green Computing, Wastewater Treatment, Energy Management in Process Industries, Industrial Wastewater Treatment, Bio Energy Conservation Technologies and Environmental Studies are offered as open elective courses to all students in the curriculum. A course on Environmental Science is provided as a mandatory course for all UG programs. In addition to the curriculum, to create an eco-friendly environment, students get actively involved in student-centric clubs such as Energy and Environmental Conservation Club, etc. The institution has a solar power generation facility, Effluent water treatment plants, and Rain water harvesting facilities, etc. to support an environment-friendly atmosphere.

Human Values and Professional Ethics: To ensure holistic development and value-based education, courses on Value Education and Universal Human Values have been included in the curriculum. Yoga education is provided to all UG students and two exclusive yoga halls are available in the institution with

one regular yoga master. Faculty members of ADCET have been trained through AICTE – FDPs on Universal Human Values. Students-centric clubs such as NSS, NCC, Yoga and Meditation Club, Cultural Club, etc. provide active forums for students to develop ethical and human values. In addition, helping children in orphanages is one of the activities through which students directly practice the learned values. As mentioned in the Vision and Mission statement of the institution, value-based education is an important objective of the institution.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 227

1.3.2.1 How many new value-added courses are added within the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
127	44	36	11	9

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 46.95

1.3.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2072	1241	1471	1043	522

File Description	Document
List of students enrolled	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 62.99

1.3.4.1 Number of students undertaking field projects / internships / student projects

Response: 1663

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

1.4.2 The feedback system of the Institution comprises of the following :

Response: A. Feedback collected, analysed and action taken and report made available on website

File Description	Document
Any additional information	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 75.52

2.1.1.1 Number of students admitted year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
496	422	496	573	625

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
696	576	696	750	732

File Description

Document

Institutional data in prescribed format (Data Template)

[View Document](#)

Any additional information

[View Document](#)

Link for Additional Information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 54.82

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
207	166	226	281	313

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.2 Catering to Student Diversity

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

Response:

The most important thing for a teacher to do is to comprehend the dynamics of the classroom and motivate the students to learn. The results of internal tests, midterm examinations, and end term examinations can be used to gauge students' learning levels. We can assess their capacity for learning by informal evaluations in theoretical classes and lab sessions. At the departmental and institute levels, programmes are created to accommodate both slow and advanced learners.

The prerequisites are updated at the start of the semester, and a proficiency test is held. Students are divided into slow and advanced learners based on how well they performed on proficiency tests or other assessment activities. A proficiency test will be administered at the start of each semester for each course. Classifying the students also involves conducting quizzes or doing observations in the classroom. As needed, encouragement for advanced learners and help for slow learners are provided.

Students that perform better on the proficiency test are labelled as advanced learners and receive extra attention during the semester in order to achieve academic excellence. Students are encouraged to join professional associations and bodies so they can have more exposure to their chosen fields. Students are encouraged to register in MOOC courses and undertake its examination in order to develop holistically. On the basis of their project work, they are advised to read and write research articles. They are inspired to take part in workshops, conferences, seminars, technical symposiums, and project exhibitions.

Advanced learners are encouraged to enroll in special scheme of the institute called Honors and Minor certification. This scheme allows advanced learners to enroll for interdisciplinary/ multidisciplinary courses under Minor scheme. Similarly, advanced MOOC courses of the respective programs are offered under Honor scheme.

Students who do inadequately on the proficiency test are labelled as slow learners and receive extra attention throughout the semester to help them gain sufficient knowledge in that particular stream. For slow learners, more sessions are held as needed. The purpose of remedial classes is to improve students' performance. Assignments are given with an eye toward their potential for growth in terms of assessment. Each batch has a mentor assigned to it who frequently communicates with the mentee and works to boost their spirits. Mentors provide one-on-one engagement and address both academic and non-academic difficulties. Links to videos are given for a better understanding of the concepts. After the subsequent test, it is determined whether or not the slow learners have improved by monitoring them once more.

Assessments are conducted on both slow and advanced learners on a regular basis to track changes in their performance. Through intensive exercises, it has been seen that many students who started out as slow learners eventually moved toward becoming advanced learners.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 19.7

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

The institute follows the student centric approach for effective teaching learning process. The teachers actively involved the students in the class to convert them from passive learner to active learner by asking the questions periodically. The teacher facilitates learning by considering the slow learner and advanced learner. Each course of the institute is highlighted the course objective and course outcome along with the blooms cognitive level in line with the program outcomes and program specific outcomes. The students understood the focus of the course at the beginning of the semester. The courses are designed to meet the societal, environmental, ethical needs of the upcoming generation and to enhance competency of the graduates with respect to lifelong learning, technical skills, communication and other technical competencies.

Experiential learning:

The institute offers internship, in plant training, industrial visits, field visits, hands on training etc. as a part of curriculum. Students are motivated to undergo internship where they are getting involved to take initiative and make decisions. In the in plant training and project work the students are learning by doing. The students should present the in plant training and project report. The students are also encouraged to visit industries to promote interdisciplinary learning, civic engagement, career development, leadership, and other professional and intellectual skills.

Participative learning:

The students are promoted to conduct the experiment by their own in the laboratory. As a part of In-Semester examination, activities are conducted by the faculties. Such activity based learning is assessed by the various modes of assessment. The general assessment methods followed are seminar presentations, poster presentation etc. The students are encouraged to undergo NPTEL courses. Different value added courses and guest lecturers are arranged by the faculties. The activities like think pair shares, role play etc. are organized by the faculties to engage the students in the teaching learning process.

Problem-solving methodologies:

The institute promotes project based learning like prototyping and equipment development. Many prototypes and end products are developed by the students. The students are motivated to visit the industries to identify the problems associated with their programme. The same problem is given to the group of students as a part of their mini project or the major project. The faculties also give the case studies related to their course to enhance the problem solving skills. The students are encouraged to write the research paper and publish in peer review journals.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

Today, it is essential for the students to learn and master the latest technologies in order to be corporate ready. As a consequence, teachers are combining technology with traditional mode of instruction to engage students in lifelong learning. Institute uses Information and Communication Technology (ICT) in education to support, enhance, and optimize the delivery of education.

Infrastructure:

The smart class rooms are available for the active teaching learning process. Each classroom is equipped with multimedia projector. The faculties use projectors to share audio, video and power point presentations in the classrooms. For the simulation based laboratories, the teachers used projectors for visual effects. A well equipped classroom helps students and faculties to present the PPTs, videos etc effectively. The desktops and laptops are arranged at Computer Lab and Faculty cabins all over the campus. The Wi-Fi internet facility is enabled library, classrooms, laboratories, seminar hall, auditorium, hostel etc. The students use these facilities to learn from E-recourses to update the skills and knowledge. The activity based in semester examinations (ISE) organizes by faculties where different ICT based tools are utilized by teachers and students. Seminar presentation, guest lecturers etc. are arranged in the well equipped seminar room. Smart Board is also installed in the campus. The institute has auditorium equipped with mike, projector, cameras, computer & sound system. The teachers use the desktops/laptops to engage the online classes effectively. The institute has separate content creation laboratory for creating the quality videos

related to the courses.

E-resources:

Digital library equipped with desktops and Wi-Fi enables students and teachers to access the online journals. The various E-resources like DELNET, ShodhGanga, e-ShodhSindhu etc. are used by the students and teachers to update their knowledge and skills. The various e-journals like ASME, ASCE etc. are purchased by the institute which gives inputs for the projects.

Interaction platforms:

In the Covid pandemic, the faculties engaged classes by using online platforms like Zoom, Google Meet, Microsoft Team etc. The faculties and students use Google Classroom platform to share notes, assignments, quizzes etc. In addition, faculties have their course sites where the detailed schedule of the classes, notes, videos etc. are uploaded. Faculties are used the online platforms like MOODLE, Kahoot etc. to conduct the various tests/exams. The institute encourage students to register the MOOC courses available on NPTEL, Coursera, SAP, Udemy, Edx etc.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	View Document

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

Response: 20:1

2.3.3.1 Number of mentors ?????????????? ???????

Response: 134

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document
Circulars pertaining to assigning mentors to mentees	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

Response:

Academic calendar:

The institution prepares an academic calendar well in advance for the every semester comprising of all the important dates such as commencement and conclusion of teaching, slots for conduction of In-semester, Mid semester, End semester examinations, result declarations etc. The academic calendar is prepared by the Dean Academics with reference to the guidelines given by apex bodies and approved by the Director and Executive director. This institute academic calendar is circulated to all the departments and a department academic calendar is prepared by the Head, academic coordinator and time table in-charge of department. The department academic calendar consists of dates of counselling meetings, parents meet, activities organized by professional bodies of the department etc.. With reference to both institute and department academic calendars, all the faculty members prepare their own teaching plan.

Teaching plan preparation and adherence to academic calendar:

The teaching plan is prepared by every course in charge with reference to the institute and department calendar. The teaching plan is approved by the Head of department and is a part of individual faculty member’s course file. The teaching plan is updated by individual faculty members on regular basis. For effective implementation of academic coordinator, Head of department and Dean Academics conduct periodic checks of the progress of each course and ensure timely completion of the course. The teaching plan is followed by the lesson plan which includes the Course Name, Course Code, Unit No., Topic, Proposed Date & Hour and Actual Date & Hour, Teaching Methods and Aids are to be prepared well in advance. The date of conduction of the class and student attendance is reflected in the individual’s academic diary. In the laboratories, continuous assessment sheet is maintained, where students are assessed at every practical session. The score earned by the student is shown to them and then submitted to the Controller of Examination COE through HOD.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 99.71

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 11.24

2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year wise during the last five years

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

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 7.07

2.4.3.1 Total experience of full-time teachers

Response: 947.3

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 4.83

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
4.06	5.14	4.40	6.17	4.40

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 4.44

2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
146	38	143	181	88

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.3 IT integration and reforms in the examination procedures and processes including Continuous

Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution

Response:

ADCET, Ashta is committed to following unbiased continuous assessment of each undergraduate and incessant reforms in examination procedure and integration of IT in the examination process to facilitate the stakeholder with immediate response. Few are as listed follow,

1. Examination procedures and Continuous Internal Assessment System

- We ADCET, Ashta happily adopted and followed the AICTE examination reform policy in Nov. 2018.
- The institute offers a continuous assessment of students' cognitive, psychometric, and affective domains by various assessment tools, including conventional examination events conducted under the Office of Controller of Examinations, ADCET, Ashta. It includes In Semester Evaluation I and II (ISE I and II) of 20 marks for theory courses, conducted by the course coordinator with any assessment tool other than a written examination of his choice. Using this, they can assess the other skill sets of the students other than the cognitive domain. The Mid Semester Examination (MSE) of 30 marks and End Semester Examination of 50 marks are conducted centrally under the Office of Controller of Examinations.
- Assessment and evaluation of practical courses are carried out through continuous assessment per week at the time of practical slots.
- The student's performance in practical courses is evaluated by the external examiner appointed by the Office of Controller of Examinations based on hands-on or viva voce.
- Due to the restrictions during the COVID-19 Pandemic in the academic year 2020-2021, these examinations are conducted online using Moodle and Google Classroom.
- While the practical oral examinations were conducted virtually using virtual labs and Microsoft Teams.
- Besides these points, students and faculty are facilitated with the academic calendar, activity-based evaluation, and outcome-based continuous assessment sheet.

2. Quality of Question Paper

We are committed to quality assessment of the knowledge and skills of the undergraduate; hence we concentrate on the quality of question papers through multi-stage quality checks in the quality of question papers,

- Self-assessment of quality of question through self-declaration by a paper setter
- Assessment of the quality of question paper through internal experts
- Assessment of the quality of question papers through external experts before the COVID-19

Pandemic.

The Quality improvement strategies adopted by the institution for Examination and Evaluation

Institute adopted the new methodologies and innovative practices for quality improvement in the examination and evaluation process as an autonomous institute in 2017; a few initiatives are listed below,

- Every answer book was assessed twice, once by Internal Examiner and External Examiner at the End Semester Examinations (ESE).
- Blended coding and masking with the variable pattern were used to hide the identity at the assessment time.
- The contribution of External experts from other premium institutes in paper setting was maintained at 60 % at every end semester examination until the pandemic situation due COVID 19 was raised. During and after the institute pandemic, it was impossible to follow the abovementioned procedure as the Gov. of Maharashtra and Shivaji University, Kolhapur, have given few guidelines regarding the pattern and conduction of examinations.
- Result declaration is possible within a week after the end of the examinations.
- Even and odd seating arrangement (Every block should contain two different branch students appearing for different courses)

Implementation of e-governance in areas of operations: Examinations

Institute always motivated and supported its stakeholders to use and implement e - Governance in every one of its systems. In the examination system also, e-governance is implemented with the following aspect,

- Implement server-based indigenous ERP software for pre-, on-examination, and post-examination activities.
- Google platform-based appointment orders issuing, question paper setting, and feedback system implemented successfully.
- Android App-based examination result declaration system successfully implemented with indigenously developed android application.
- Use online money transactions to the paper setter and examiners as a part of their remuneration.
- Use of QR code/UPI-based examination fee receives system.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

ADCET has adopted Outcome-Based Education (OBE), student-centric teaching learning methodology, in which the course delivery, assessment are planned to achieve stated outcomes. It focuses on measuring student performance i.e. outcomes at different levels.

At course level each course of the programme has well defined set of course outcomes. Course Outcomes (COs) are the statements of knowledge, skill, and behavior that students are expected to know, understand and perform as a result from their learning experiences in each course.

A team of faculty members handling the course formulate the specific and measurable course outcomes for each course during the syllabus designing stage considering performance, condition and criteria components which address the higher order thinking capabilities. The Course Outcomes are planned and designed so as to cover the entire syllabus and the designated competencies. Based on specific requirements of courses the number of course outcomes varies

which address most of the applicable levels of Blooms Taxonomy incorporating cognitive, psychomotor skills and affective domain. These COs are discussed in the Programme Assessment Committee, Departmental Internal Quality Assurance Cell and finalized in the Board of Studies meeting of the respective programmes. These COs are modified and reframed, in accordance with the changes in curriculum and revised as per the need from time to time. Project and Laboratory Courses also has separate Course Outcomes. Various tools are used for evaluating the students' performance including assignments, Oral quizzes, Rubrics etc. This enables the precise quantitative valuation of attainment of course outcomes based on student's performance.

Mechanism of Publicizing POs, PSOs and Cos

The institute has in place a well defined **POs& PSOs** programs offered and COs for all the courses of each Program. These details are published in the institute website and are integrated with the teaching learning and evaluation system of the institute

POs and PSOs of all programs are published in the student's academic Curriculum, handbook, and manuals as well as on the college webpage. These are also displayed at the strategic locations in the Institute. POs and PSOs are made clear to all the students at the time of admission during the orientation programme. Course Coordinators prepare the course outcomes; lesson plan schedule, detailed day wise

session plans, evaluation pattern etc clear to the students on the very first session of the class of the course.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

Course Outcome Attainment is reflection of student progress. CO attainment is calculated based on student's performance in various assessment events. Assessment events for theory courses are ISE, MSE, ESE respectively. Course coordinator takes utmost care to make assessment effective. Along with this many rubrics are also designed to assess all domain performance of students. Mapping of CO's with PO's is done on the basis of competencies and performance indicator defined by individual programs. The process of data collection from different assessment tools and the analysis of collected data to arrive at CO attainment levels is well defined and being implemented.

Attainment of Course Outcomes:

Target is stated in terms of percentage of students getting equal or more than the target set by the Program for each CO. Assessment for ESE, midterm tests, assignments, mini projects, reports and presentations etc. is carried out and attainment is found out as mapped with the Cos.

Various direct tools used for attainment of CO's:

- In semester examinations, End semester examination
- Module Test/Tutorial/ Quiz
- Lab work Evaluation rubrics/Continuous assessment sheet
- Seminar, project, case study presentation rubrics

Attainment of Program Outcomes and Program Specific Outcomes:

Course Outcomes are in relation with Program outcomes. CO-PO matrix is prepared by Course coordinator. To calculate PO attainment, values obtained through each CO assessment event are considered. Average CO attainment value is referred for calculating PO attainment.

The attainment levels by direct (student performance) and indirect (surveys) methods are calculated based on the performance of students. Targets for each PO's and PSO' are defined and level of attainment is

found as per guidelines provided by regulating authorities.

Various indirect attainment tools:

- External oral examination survey
- Industrial visit survey
- Recruiters evaluation survey
- Workshop evaluation survey
- Alumni Survey
- Parents feedback
- Employer Survey Report
- Expert Feedback

The weightage to direct assessment and indirect assessment is 80% and 20% respectively in PO and PSO attainment. After the attainment computation of POs/PSOs, a thorough analysis of attainment levels is done by the department. This analysis includes finding the weak areas towards the attainment of POs/PSOs and Furthermore, detailed action plan is prepared for the improvement.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 98

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 783

2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.

Response: 799

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Any additional information	View Document
Link for the annual report	View Document
Link for additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.49	
File Description	Document
Upload database of all currently enrolled students	View Document
Link for any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The Institute has a distinct Research and Development (R&D) Cell headed by Dean R&D. The R&D Cell comprises of dedicated team of faculty representation from all departments of the institute. Each department is having Department R&D (DRC) Coordinator who monitor and maintain all research oriented activities of their department. The main objective of this cell is to inculcate Research and Development culture in the institute. The Institute has good research facilities available at each department. All the laboratories are well equipped with necessary instruments and software to cater the academic needs and support research activities. Institute has a provision for ICT, e-learning resources, e-journals and high speed internet.

To encourage faculty members for undertaking quality research, clearly defined policies are established in the institute. Research and Development Cell of the institute organizes various activities and technical sessions on how to write a quality research papers, awareness of IPR patent filing, how to write a research proposal, how to select appropriate and quality journals for paper publications etc.

Institute has a separate Intellectual Property Rights (IPR) Cell. Institute supports faculty to file and publish patents by providing financial supports. Institute encourage and supports faculty to write research papers and publish in reputed national/ international conferences/journals. Institute also supports faculty permitting duty leaves, and financial support to faculty. For promotion of research, seed funding scheme from the institution has been started since 2013. Institute provides Seed money fund every year to enhance the research culture among faculty and students of the institute. Quality publications, patents and innovative products are the outcomes of internal seed money funding scheme.

Numerous initiatives are undertaken to apprise the research facilities in the institution and also precise policies are established to encourage research culture among faculty. Every year, institute submit two to three MODROBs proposals to AICTE from several departments. One proposal has been sanctioned by AICTE under MODROBs scheme. Funds obtained under MODROBs scheme have been employed to improve research facilities in the Electrical Engineering department of the institute. Institute also apply for the Research Initiation Scheme of Shivaji University, Kolhapur. Many faculties have received funding under Research Initiation Scheme of Shivaji University and research proposals are successfully completed. Institute also received funding from various governing bodies like ISHRAE, ISTE, AICTE and SERB-DST etc. under various schemes. Every year, institute allocate budget to every department for promoting and enhancing research activities in the institute. Institute has purchased subscription of Turnitin Plagiarism software to check UG, PG student's project reports. Faculties of the institute use this software for writing research papers.

Every year, institute awards and appreciate faculty and students for their achievements in publishing their research work in reputed conferences/ journals, filling/publishing/granting of patents in India and abroad, awarding PhD's, writing and publishing books and book chapters in reputed publishers etc. with awards and cash prizes and token of love.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 1.02

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
1.42	0.25	0.25	1.44	1.76

File Description	Document
Minutes of the relevant bodies of the Institution	View Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

Response: 1.29

3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	3	2	2	0

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers	View Document
Any additional information	View Document

3.2 Resource Mobilization for Research

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

Response: 66.61

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

2021-22	2020-21	2019-20	2018-19	2017-18
2.51	1.55	56.33	0.47	5.75

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by government and non-government	View Document
Any additional information	View Document

3.2.2 Percentage of teachers having research projects during the last five years

Response: 4.66

3.2.2.1 Number of teachers having research projects during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
5	2	12	2	8

File Description	Document
Names of teachers having research projects	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 4.48

3.2.3.1 Number of teachers recognized as research guides

Response: 6

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

Response: 36.9

3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	5	1	4

3.2.4.2 Number of departments offering academic programmes

2021-22	2020-21	2019-20	2018-19	2017-18
8	6	7	7	7

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document
Paste link to funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

The Institution affords a favorable environment for promotion of Innovation and Incubation among students and faculty. All required facilities are provided and guidance is extended to the students. Students are encouraged to actively involved in the application of technology for societal needs.

The Institute has a dedicated Research and Development Cell. Each department is having research and development coordinator who coordinates all research related activities. Research Advisory Committee is constituted with seven senior and expert members from different departments to advice policy guidelines and provide directions for the growth and development of research in the institute. Institute R&D Cell promote faculty to develop projects and implement innovative ideas by providing financial support through Seed money every year.

The Institution’s Innovation Council (IIC) has been established to systematically adopt the culture of Innovation amongst all learning minds. The primary mandate of IIC is to encourage, inspire and nurture young students by supporting them to work with new ideas and transform them into prototypes/products. The IIC visualizes by encouraging creations, establish to promote innovation in the Institution through infinite modes leading to an invention upgrade eco-system in the campus.

Functions of IICs:

- To inculcate an awareness on Academic research need of the hour
- To create community awareness based on the outcomes from academic research
- To conduct innovation and entrepreneurship related activities
- To Identify and reward innovations and share success stories
- Organize periodic workshops/ seminars/ interactions with entrepreneurs, investors, professionals and create a mentor pool for student innovators
- Network with peers and national entrepreneurship development organizations
- Organize Hackathons, idea competition, mini-challenges etc. with the involvement of industries

Incubation Cell:

Strengthen the support system for the student innovations and startups, institute has separate incubation centre named “Techno-Hub Innovation Centre”. It is registered as separate entity under Section-8 of Company Act 2013. Institute provides facility of 24x7 access to students, staff and faculty of all disciplines and departments. Four Incubators are registered under Techno-Hub Innovation Centre named:

- Quantad Mechanics :Mr. Akshay Dabhole, Monitoring of CNC/HMC/VMC machines using IOT and Machine learning approach.
- Prayanam Industry (OPC):Mr. Pranav Gurav, Electric and field propulsion techniques (aerospace and rocket) who got work order from Indian Air Force of Rs 8,00,000/-
- Griffon Vulture Group:Mr. Adarsh Gejage, Drone survey and analysis of data who got work order from Forest Department of Maharashtra of Rs 8,00,000/-
- Aerobotz Technologies: Mr. Sabarishwaran Rajasekar and Mr. Reju.R., 3D Modelling and Printing.

Entrepreneurship:

Keen efforts are undertaken to promote entrepreneurship at institute level and also many departments have added the course of entrepreneurship in the curriculum. Students are also encouraged to work in multidisciplinary domains to apprehend customer requirements and solve real life problems. The method of product-based learning is established from first year of engineering and continued throughout four years for entrepreneurial development. The institute has also started tinker laboratory for the development of prototypes and training of students.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 119

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
27	27	25	20	20

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document
Any additional information	View Document

3.4 Research Publications and Awards

<p>3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee</p> <p>Response: A. All of the above</p>	
File Description	Document
Any additional information	View Document
Link for additional information	View Document

<p>3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years</p> <p>Response: 2.17</p>	
<p>3.4.2.1 How many Ph.Ds are registered within last 5 years</p> <p>Response: 13</p>	
<p>3.4.2.2 Number of teachers recognized as guides during the last five years</p> <p>Response: 6</p>	
File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

<p>3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years</p> <p>Response: 1.36</p>	
<p>3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years</p>	

2021-22	2020-21	2019-20	2018-19	2017-18
38	51	42	24	14

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

Response: 1.45

3.4.4.1 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
25	37	56	37	25

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 2.34

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 8.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy

3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 50.84

3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
16.66	6.98	9.60	7.85	9.75

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View Document
Any additional information	View Document

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

Response: 101.59

3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
11.53	20.07	44.38	20.19	5.42

File Description	Document
List of training programmes, teachers and staff trained for undertaking consultancy	View Document
List of facilities and staff available for undertaking consultancy	View Document
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View Document

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community,-sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

The institute encourages the engagement of students and faculty members for interaction with the neighborhood community for betterment of the society as whole. A vast emphasis is laid on making students aware of the social issues and their responsibility via various activities conducted throughout the year. The institute forms a National Service Scheme (NSS) unit of 100 student volunteers and guided by a team of faculty members and conduct programs under the National schemes such as Majhi Vasundhara Abhiyan, Swachh Bharat Abhiyan, Fit India Movement, Beti Bachao Beti Padhao, Voter awareness program, Water Conservation Day, National TB Control, Yoga Day, Mental Health Program, Road Safety Week, Women Empowerment etc.

The NSS unit focuses on local problems of uncleanliness, unhygienic conditions and hence conducts various cleanliness programs in the nearby areas. To promote sustainability and create awareness about the importance of clean air and environment, every year the NSS unit conduct tree plantation drives in the vicinity of the institute. As a part of social responsibility, blood donation camps are regularly organized in the institute wherein, students and faculty members donate blood in huge numbers. The health check-up camp is also organized in the institute at concessional fees by the NSS unit. Yoga and pranayam training sessions are also conducted in the institute.

After the floods in August 2019 and 2021, more than 100 students vigorously participated in the rehabilitation of flood affected areas near Ashta to clean the villages along with the Gram Panchayats officials and social workers. Structural audit and electrical safety was also conducted by the students and faculty members of the Civil Engineering and Electrical Engineering department respectively to assess the damages to the houses due to flood to start the restoration work of villages.

To make students aware about the social issues and for their overall development, various guest lectures are organized throughout the year. Some of the notable mentions are: gender equality, necessity of ethical values in education, mental health, career in defense services, tuberculosis and its effects etc. Also, awareness programs are conducted by the NSS unit such as food adulteration, electrical safety for farmers, girl child schemes etc. and demonstrated by activities such as live demonstration, street plays, individual interaction etc. Slogan competition, quiz competitions, online e-quiz etc. are also organized based on topics such as voting awareness, right to information act, changes in constitution etc. To sensitize the students about various social issues, integrity pledge for vigilance awareness, voter's pledge, rendering of national

anthem etc. events help in motivating the students.

The institute also conducts some special awareness program such as plastic waste disposal, traffic and road safety awareness, donation to foundation for national communal harmony, city survey using drone technology, fit India freedom run etc. for holistic development of the students. The conduction of the above said activities help the students in developing their own inter-personal skills, have sympathetic approach towards the society, gain confidence, bolster leadership and management skills, and help them to be the responsible citizens of the nation.

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response: 10

3.6.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
4	0	3	1	2

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document
Any additional information	View Document

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 120

3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
47	10	16	11	36

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document
Any additional information	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 90.22

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
2640	1901	2733	2699	2228

File Description	Document
Reports of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Response: 40.2

3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

2021-22	2020-21	2019-20	2018-19	2017-18
77	14	56	27	27

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document
Any additional information	View Document

3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 49

3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	6	30	1

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The Institute encompasses a well maintained lush green campus spread over 10 acres of land ensuring adequate availability and optimal utilization of physical infrastructure for teaching learning activities. The core of any academic institution is to formulate a good curriculum supported by adequate infrastructure that would enhance the Teaching Learning process. The basic requirements are ICT enabled classrooms, well-equipped laboratories, seminar halls and Auditoriums.

Classrooms: College encompasses 40 well-furnished, well ventilated, spacious classrooms equipped with LCD projectors for conduction of theory classes.

Technology Enabled learning facility: The College has ICT Classrooms where there is facility of Multimedia learning, Wi-Fi connectivity and internet access.

Seminar Halls: The College has 05 seminar halls. These halls are regularly used for conducting national / international seminars, STTP's, FDP's at the college. The students are promoted for active involvement in paper presentations, group discussions, etc.

Tutorial rooms: Separate tutorial rooms are available in the college campus for tutorial lecture, doubt clarification and special remedial classes for weak and needy students.

Laboratories: All laboratories are well equipped with state of the art equipment and facilities. All the laboratories are established as per AICTE and Shivaji University, Maharashtra norms. These labs are utilized for conducting practical classes as per the requirements of the curriculum. Labs are also utilized for technology learning & training as a part of teaching contents beyond the syllabus. Labs have sufficient licensed software and open source tools to cater the requirements of curriculum & industry enabled teaching. Computer labs are utilized beyond regular college hours, to conduct certificate courses, co-curricular activities/extra – curricular activities, campus recruitment training classes, campus recruitments, meetings, seminars, conferences. It is also used as an examination center for Government examinations/University Examinations like GATE, JEE, MHCET, MSEB etc. The institute has content creation center which helps faculties to prepare videos of different concepts and vedios are floated on you tube channel.

Computing facility: The institute provides 833 computers for academic use of student and the student to computer ratio is 3.17: 1. There are 07 servers, 37 UPS of different capacity, 94 printers, 61 LCD Projectors, and 09 scanners. In the software section there are 1294 application software licenses and 1508 system software licenses. Open-source software is also being used by the faculty as and when there are curricular requirements. 500 Mbps of Internet bandwidth and 46 secured Wi-Fi connectivity access points are provided in the campus.

Examination section: Being an Autonomous institute, independent Examination Cell was established in

the Academic Year 2016-17. All examination related works are carried out in this cell.

Central library: There is has strong collection of reading material including Books, Periodical Bound Volumes, dissertations and non-print material such as e-Books, e-Journals, and CDs & DVDs.

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

4.1.2 The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)

Response:

Overall development of the students is ensured in the institute by providing healthy environment for sports and cultural activities. Balance of curricular and co-curricular activities alongwith extracurricular activities for all-round development of students is achieved by providing sufficient space for sports, gymnasium, and yoga, cultural and social activities in the campus. Students make use of this space to develop them academically as well as other development activities. Institute has a specious, well equipped sports complex with area 1999.37 sq.mt.

Indoor

The facilities for indoor games like Badminton, Table tennis, Carom Chess, Pool Billiards and Snookers are available. The Gymnasium is available with all imported equipment's made from Taiwan. The yoga cum music hall is also available with all types of music equipment's, where students and staff are trained by skilled instructors. Institute organizes sports activity annually in the month of January.

Outdoor

Institute has a huge playground which is used for outdoor games such as Cricket, Volleyball, Kabaddi, Kho-Kho and Basketball.

In sports complex building specious Yoga center is available for students and faculty. Yoga practices are conducted regularly under the guidance of skilled instructors. Institute organizes world yoga day to motivate and encourage the student and staff for practicing yoga.

Auditorium / Cultural Activities

Institute has auditorium of 306 sq. meters used for various cultural activities, seminars, guest lectures based on social, technical topics. Auditorium is also used for activities like fresher's party, sendoff function, annual social gathering and festivals. Cultural cell "Kala Academy" is active for nurturing students' hobbies of various arts like music, dancing, drama and photography through different cultural and student centric activities. Exclusive Music hall is available in sports complex with musical instruments

where students are trained in singing, dancing by professional trainers. With these facilities, students have achieved various awards in different competitions.

To conduct cultural activities in the college, there is a cultural committee. This committee organizes many cultural programs including literacy events. Some interesting programs by the committee are debate, fancy dress, hair-dressing, rangoli, painting, mehandi, quiz, model and poster making, essay writing, slogan writing, sangeet and drama preparation etc.

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 46

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 42.25

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
196.41	281.0	376.06	99.36	797.06

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document
Link for any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

The ADCET central library is one of Maharashtra's largest and best-equipped libraries. The library has a total area of 1232 square meters. A wide variety of reading materials is available at the Central Library, including books, bound volumes of periodicals, dissertations, and non-print media like CDs, E-Books, and E-Journals. A total of 56660 reading materials, comprising 45276 print books, 9726 e-books, and 1658 bound volumes of journals and magazines, are housed at the central library. The library has a total of 17321 titles available. We subscribe to 1249 e-journals and 62 print publications, which include 52 journals and 10 magazines. The library has 4016 CDs and DVDs in its collection. Every year, we serve over 450 students with Book Bank services such as SC/ST Book Bank, Topper Book Bank, and open Book Bank. The library is fully computerized and offers all readers' access to the Online Public Access Catalogue (OPAC). The library observes complete open access for all users. Central Library has an excellent digital library section with access to e-resources.

The ADCET central library was partially automated in 2010 with the help of an in-house LMS. In 2016, the library migrated to the ILMS eGranthalaya, Version eG3 Rev. No. 32, developed by the National Informatics Center. eGranthalaya facilitates automating internal activities as well as user services.

As of right now (2023), the library uses the Vidyasagar v4.0 Library Management Software. This software has several significant features, including: ease of use; online software that ensures 24x7 availability of data; UNICODE-based Data entry in any language or script with multilingual search single circulation form for all types of documents; a database backup utility; barcode generation; SMS and email notification features; and unique statistics and analytical reports. It also provides Web OPAC and OPAC mobile apps.

This software contains various modules such as Set Up, Master, Members, Cataloguing, Circulation, Periodicals, User Management, Reports, Newspapers, Barcode Software, OPAC, etc.

The "Set Up" module is used to configure permissions and enter default values into the master tables. The master module is being used to purchase every document in the library. Adding and editing member information as well as setting default values are done through the "Member" module. The "Cataloguing" module is used to create complete catalogue records by cataloguing all types of documents. In addition, this module offers a wide range of additional utilities, including the ability to update details, search books, import data, and check the stock of books. The circulation desk's operations and services, including the

issuance and return of documents, are computerized using the "Circulation" module. The "Periodicals" module is utilized to manage the library's subscriptions to periodicals. The management of the newspapers in the library is done using the "Newspaper" module. The "Report" module is helpful for producing different kinds of reports. The "OPAC" module is useful for library database searching in 10 simple ways. For library users, this module is available in the Web OPAC and OPAC mobile app formats. They are mainly used for information retrieval round-the-clock.

File Description	Document
Upload any additional information	View Document
Paste Link for additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 25.06

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

2021-22	2020-21	2019-20	2018-19	2017-18
18.54	30.19	4.4	41.93	30.26

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

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

Response: 17.84

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

Response: 495

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

4.3 IT Infrastructure

4.3.1 Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities

Response:

The college is equipped with 500 Mbps 1:1 internet leased line provided by Gazon Communication India Limited. The Internet connection is distributed across the college through LAN and Wi-Fi networks. The college and hostels have 24 hours uninterrupted Internet connection. Internet with e-mail and browser facility has been provided to the students, which is freely available for 24 hours & unlimited download under Quick Heal Admin Console Antivirus. Students also have specified hours for Internet in the timetable.

The internet facility of 500 Mbps through leased line have provided to the Central Internet facility including the Computer Labs of the entire department, heads of departments office, Library, Hostels, TPO office, Deans office and Administrative block. Where each computer is attached with printers and all machines are warranted uninterrupted operations because of individual protection by branded Online UPS system. The College staffs & faculty are always alert to provide timely help to each student.

Firewall: - Dell Sonicwall NSA 3600 of Internet Security systems delivers internet and intranet protection to SMEs/ OBOs / SOHOs with integrated Firewall, Intrusion Prevention System, Web Content Filter, Anti-virus + Anti-spyware (for safe internet surfing, Email & Internet Downloads/ Uploads), Gateway Email Protection (with Anti-virus, Anti-spyware, Anti-spam), Bandwidth Management, Fully functional Email

server and Comprehensive reporting- all, on a single, easy to use platform. Optimal balance between expectations, efficiency and economy, Real-time Network protection, Ease of administration and use, conformance to 21st Century Security and privacy norms. When organizations activate deep packet inspection functions such as intrusion prevention, anti-virus, anti-spyware, TLS/SSL decryption/inspection and others on their firewalls network performance often.

Antivirus (Seqrite End Point Security Business):- Seqrite Endpoint Security is a simple and comprehensive platform that integrates innovative technologies like Anti Ransomware, and Behavioural Detection System to protect your network from today's advanced threats. It offers a wide range of advanced features like Advanced Device Control, DLP, Vulnerability Scan, Patch Management, Web Filtering, Asset Management, etc., under a single platform to enable organizations to ensure complete security and enforce control. SEQRITE Endpoint Security (EPS) 8.0 also comes with Endpoint Threat Hunting capabilities

With evolving cyber-attacks, the drastic rise of cloud adoption, and businesses leaning towards remote operations – traditional endpoint security methods are no longer sufficient. It's becoming challenging for security to protect the assets and data from cyber-attacks that start at the endpoint, despite enterprises spending a lot on cyber protection. Securing the technology your remote workforce uses can help mitigate risks and protect the organization. For adequate endpoint security, businesses must have a network that doesn't have geographical limits and covers all modern mobile endpoints. In the cloud or on-premise. We have an end-to-end security solution optimized for performance efficiency, helping you protect every endpoint.

Generator: A standby power generator is provided in the campus to take care of the occasional power shut down due to maintenance.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 3:1

File Description	Document
Upload any additional information	View Document
Student - computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution.

Response: 750 MBPS

File Description	Document
Upload any additional information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: A. All of the above

File Description	Document
Upload Additional information	View Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 56.14

4.4.1.1 Expenditure incurred on maintenance of 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
309.32	329.25	403.83	550.06	413.45

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts	View Document

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

Response:

The college has proper systems and procedures for maintaining and utilizing physical, academic and support facilities.

1. Maintenance of Network Infrastructure & IT Support:

Maintenance of networks infrastructure & other IT related equipment is taken care of by the System analyst and his team.

Routine computer maintenance, software installations, networking issues are handled by the supporting staff. Maintenance of computing facilities, other IT support, LCD projectors and CCTV camera maintenance etc is also carried out by team of technical staff under the respective heads of the department.

General record keeping & audits of all the equipments in the laboratory is done at department level. Stock registers and log books are maintained. Entries relating to the repairs and maintenance of these equipments are entered in this register. Students & faculty can register their complains / requests related to lab equipments in the laboratory which are attended on priority basis.

The equipment with major repair is repaired by outside agency. After receiving quotation for maintenance and repair charges, necessary approval from college authorities is taken. Thereafter the equipment is sent for repairing by issuing gate pass and the status of repair work is tracked. Respective head of the department also monitors the effective utilization of the laboratories.

College website & ERP maintenance is looked after by the System analyst. Each department maintains a stock register for the available equipment's. Proper inspection is done and verification of stock takes place at the end of every year.

2. Maintenance of Buildings and Infrastructure: Maintenance of buildings and related areas are undertaken by the estate manager of Sanstha. Maintenance staff consists of Electricians, Carpenters, Plumbers and other service personnel. Estate manager and his team is involved in the monitoring & maintenance of infrastructure facilities. This team looks after the regular maintenance of civil works such as furniture repairs, masonry and plaster works, painting, carpentry, plumbing and house-keeping. Pest control of library books and records is done every year by the maintenance department. Adequate in-house staff is employed to meticulously maintain hygiene, cleanliness and infrastructure on the campus so as to provide a congenial learning environment. Classrooms, Staffrooms, Seminar halls and Laboratories, etc are cleaned and maintained regularly by Non-teaching staff assigned for each floor. Wash rooms and rest rooms are well maintained. Dustbins are placed in every floor. Physical resources like Class rooms, labs, seminar halls, auditorium, hostels etc come under daily maintenance. The Estate manager and his team take rounds of all the class rooms and auditorium every day. In case of requirement for maintenance such as lights, fans, benches, etc. It will be attended by respective maintenance staff. For policy decision and rectification, maintenance, repair or additional development, we have maintenance and repair committee. Tentative schedule of such committee is once in semester. All requests of such work will be discussed and approved in this meetings.

The maintenance of equipments used for watering the plants, sewage, bore-well & gardening is done on a regular basis. The campus is equipped with 24/7 safe and adequate drinking water supply. Fire extinguishers are installed in various blocks and the campus is under CCTV surveillance.

The other emergency maintenance like replacing bulbs/tube lights, repairing of water taps, cleaning of blocked drains, etc. are taken care by the multi-tasking staff

3. Library Maintenance:

The library is fully digitized and is open even after class hours. It has computer terminals with internet facility and large reading spaces. A regular update on new additions is provided by the library. The librarian is the in charge for handling all the maintenance works required in the library through maintenance staff. She takes care of utilization of books, computers and other learning materials in the library. The support staff regularly monitors the library to ensure and maintain all text books, reference books, articles, competitive examination books, magazines, journals, e-magazines, e-books and e-journals. Regular swabbing of the library sections, regular cleaning of the racks, up keeping the quality of the books with needed binding are in place

4. Sports and Games:

The physical director takes responsibility for all repairs pertaining to sports equipments and courts. He maintains courts properly on daily basis with the help of the maintenance staff.

He maintains sports facilities through regular monitoring of the equipment for indoor games and outdoor sports. The institution has a well maintained infrastructure for sports like cricket, basketball, volleyball, badminton, football etc.

5. Electrical Facilities:

Electricians are available round the clock to address power breakdown. Electrical engineering department monitors the services of electricians. They perform regular checks in classrooms and in the campus to ensure that all electrical fittings are in excellent condition.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 77.23

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2021-22	2020-21	2019-20	2018-19	2017-18
2083	2183	2196	2020	1984

File Description

Document

upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Response: 0.4

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2021-22	2020-21	2019-20	2018-19	2017-18
44	10	0	0	0

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document
Institutional data in prescribed format	View Document

5.1.3 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. Awareness of trends in technology

Response: B. 3 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 25.24

5.1.4.1 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
1704	1331	208	62	112

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 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
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 62.44

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
474	509	497	395	406

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch).

Response: 1.13

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 9

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 79.41

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	15	4	5	10

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
14	19	5	6	12

File Description	Document
Upload supporting data for student/alumni	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 30

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (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	24	1	2	3

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

The institution always believes that its growth and development is through active participation of its stakeholders. Students have a valuable contribution for the effectiveness of the college and their involvement in the operations of the college is itself a valuable part of the education process for the students. To incorporate student participation in the wellness and up gradation of the institution in all perspectives, students are encouraged to be part of administrative & academic bodies and thus enable them to be empowered with planning, leadership skills, accountability nature and learn the importance of being a resourceful individual while working in teams. It provides a platform for students to express their ideas, interests, and views on the issues of concern to them and render their contribution for the institution to attain its vision, mission and to be a renowned one in the segment. Students being the most important of stakeholders and play a major role, the institution values the participation of students in all the endeavors about academics, co-curricular and extracurricular activities, and provides all facilities and safety.

The ADCET has an active Student Council that functions with the prime aim of improving and enhancing the standard of the learning environment in the campus. The functions of the council are to address the grievances of the students, consider the suggestions of the students and plan for further improvement. Student Council improves academic standards and creates a sense of ownership towards the institution. Student council helps in bringing out the talents of students in curricular and extra-curricular activities.

ADCET Students Council, which has many student associations for the students like MESA, CESA EESA,

SPACE, AESA etc. The students at the institute are encouraged to participate in extracurricular activities like Singing, Dance, Drama, Debate, Elocution, Competitions conducted by University to Regional, State and National Level. The institute also encourages the students to participate in various sports competitions, from Institute to University, State and National level. Institute promotes various activities of Local / State / National / International level. They are also encouraged to participate in Technical competitions like Discovery and Innovation at institute level and other national level technical events outside the institute.

Students are also given an opportunity to work on social issues and for upliftment of society through various platforms like National Service Scheme (NSS). Participation in such activities helps for the overall development of the student and help them for placement, higher education and make them ready to face all the challenges they come across during their professional life.

OBJECTIVES:

- To make students to be part of the development of the institution.
- To enhance communication between students, management, staff, and parents.
- To promote an environment conducive to educational and personal development.
- To represent the views of the students on matters of general concern to them
- To develop their personality, organizational skills through interactive programs with the faculty, administration & society.
- To promote the team spirit social responsibility and value formation
- To create a sense of ownership of the college and its activities among the student population.

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 10.8

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
17	5	10	11	11

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

The A.D.C.E.T. Alumni Association is a public trust-registered alumni association. It was established on April 22, 2015, at the Sangli charity commissioner office under registration number Maharashtra/157/15.

The 'ADCET Alumni Association' closely works with Annasaheb Dange College of Engineering and Technology (ADCET) and provides dedicated support in various activities of ADCET. The Alumni Association provides an interface for establishing a link between the alumni, staff, and students of the institute. Our Alumni are performing many roles effectively such as promoting institutional brand; providing mentoring to on-going students; facilitating internships, career opportunities, job placement and technological guidance for outgoing students and so on.

In a variety of ways, including those listed below, the A.D.C.E.T. Alumni Association helps ADCET grow.

- 1. Placement & Career Guidance Assistance:** Our alumni are employed by organizations in a variety of positions. They inform the teachers and the placement officer about the employment options. They help and mentor the students to succeed in interviews. Additionally, they impart their knowledge to students and inspire them to pursue other professional paths.
- 2. Internship Opportunities:** Our alumni assist the present students in obtaining internships with the companies they work for. Additionally, our alumni aids the students in preparing for internships in reputed companies.
- 3. Entrepreneurship Awareness:** Many of our alumni are first-generation business owners, and some of them have founded companies in various industries. They acquired a variety of talents and information during their journey as entrepreneurs. They educate the students with their success stories and challenges faced.
- 4. Alumni Interaction:** ADCET alumni offer advice to future engineering graduates. They are invited to participate in panel discussions, guest lectures, and various events as subject matter experts. They offer suggestions and discuss their own experiences in relation to abilities, modern technology and business trends, knowledge application, and corporate working cultures.
- 5. Alumni Meet:** Every year, ADCET hosts an alumni meeting in the month of February called "Runanubandh," which has become a tradition. This alumni gathering gives people a chance to reconnect with their alma mater and old friends. This is the perfect environment for networking and exchanging knowledge about current business trends. They provide suggestions for technology to

be made available to the kids during the yearly alumni meeting. Additionally, alumni engage with students and offer career advice. Academicians can employ these suggestions to shape the prospective students.

6. **Book Donation:** Our alumni make contributions by donating books to the library or respective departments.

7. **Curriculum development:** As an autonomous institute, ADCET updates its curriculum yearly in response to market demands. By offering advice and proposals to keep the curriculum current, our alumni actively engage in curriculum development. Members of the board of studies are alumni who are active in their respective industries and knowledgeable about the most recent employment trends. Alumni suggestions are taken into account when designing or updating the curriculum.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

5.4.2 Alumni financial contribution during the last five years (in INR).

Response: E. <2 Lakhs

File Description	Document
Link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

Response:

The Vision of Annasaheb Dange College of Engineering and Technology, Ashta (ADCET, Ashta) is to be a Leader, an institution which takes the profounding initiatives and efforts to turn the young students into professionally competent engineers having a sustainable career in the long term and thereby contributing to nation building and service to the society by providing engineering solutions.

The stakeholders of ADCET, Ashta are committed to approach and achieve the vision by teaching engineering courses focusing on the Outcome Based Education Philosophy to its effective implementation in the Teaching-Learning process, by introducing skill oriented courses which are essential for making them professionally competent engineers with societal and ethical values. The stakeholders of ADCET, Ashta are encouraged and promoted to take initiatives and address the societal and industrial problems by research and consultancy activities. Focus on enriching and maintaining healthy relationships for mutual benefit with all the stakeholders of the institute.

The decentralized mode of governance is practiced in the institution which allows all the stakeholders in the process of decision making to follow our mission to approach the vision. Decentralization creates a significant impact on policy, planning and effective management of the technical education system. The overall steering guidance and vision for the institute is provided by the think tank bodies Governing Body, Academic Council and Internal Quality Assurance Council. Major decisions on the functioning of the Institution are taken by the Governing Body (GB), whose members are eminent personalities in the Industry and Academia. Academic activities and policy decisions regarding the academic matters are taken by the Academic Council (AC) of the Institutions. The strategic planning policy matters and decisions related to the effective functioning of the institute are spearheaded by the Internal Quality Assurance Council (IQAC).

The Mission Path to reach the vision is monitored and steered by the Core - Committee consisting of the Director, Deans and Heads of Department, and frequent meetings of the core committee are scheduled to discuss and deliberate on the Progress. The matters at the department academics level are monitored by the Department Academic Advisory Committee whose members are the Senior Faculty Members and chaired by the HoD. The faculty members are involved in all the stages of the strategic planning, decision making and execution of all the mission paths to achieve the vision.

Deans / HoD's meetings are conducted periodically wherein faculty input on academics, administration and research is discussed and decisions taken.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

Decentralization creates a significant impact on policy, planning and effective management of the technical education system. Decentralization is seen as a means of improving the efficiency of the education system and the quality of educational services. The overall steering guidance and vision for the institute is provided by the think tank bodies such as Governing Body, Academic Council and Internal Quality Assurance Cell. Major decisions on the functioning of the Institution are taken by the Governing Body, whose members are eminent personalities in the Industry and Academia.

Academic activities and policy decisions regarding the academic matters are taken by the Academic Committee (AC). Members of AC are Executive Director, Director, Dean's, Heads of All Departments, Senior Professors, Expert Members from Industry and Academia. The Mission Path to reach the vision is monitored and steered by the Core - Committee consisting of the Director, Deans, Heads of Department, and a weekly meeting of the core committee is scheduled to discuss and deliberate on Academic Progress.

The matters at the department academics level are monitored by the Program Assessment Committee (PAC) and Departmental Internal Quality Assurance Cell (DIQAC) whose members are the Senior Faculty Members, Industry Experts, Academicians, Alumni and chaired by the HoD.

The Deans and HoD's are empowered to make decisions related to the areas/departments respectively following the general guidelines set by the Core Committee with the inputs from the think tank bodies. All faculty members, even at entry level faculty members (Assistant Professor) are given independent responsibilities like faculty member in charge of laboratory, class advisor, faculty advisor, faculty in charge of professional bodies and others. Department level faculty meetings are held periodically to discuss all matters of academic, administrative and infrastructure development.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Link for strategic plan and deployment documents on the website	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Curriculum Development

Respective departments prepare curriculum for various courses keeping in view the vision of the institute, interest of the stakeholders. Departments call the Board of Studies(BOS) meeting for the suggestion and modification in curriculum. Modified curriculum as per the suggestion given by BOS of departments is presented in front of Academic Council(AC). Academic council scrutinizes and approves the proposals with or without modification of the BOS with regard to academic regulations, curriculum, assessment methods, etc., Academic Council approves the modified curriculum and departments prepare the handbooks of the curriculum. The Academic audit is conducted to review the curriculum by experts from reputed institutes.

Teaching and Learning

Implementation of outcome based teaching and learning methodology. Use of activity based learning. Recruitment of well qualified and experienced staff as per AICTE norms. Sponsorship to faculty for higher studies and faculty development programmes. Use of modern teaching aids like projectors and interactive boards in the classrooms. Continuous evaluation system for students. Introduction of various professional programs in collaboration with global institutions of repute like NPTEL, MOOC Courses. Emphasis on imparting skills through laboratory experiments and industrial visits / training / tours and various skill development programmes

Library, ICT and Physical Infrastructure / Instrumentation

Central Library has eGranthalaya Library Management software. Library provides an Online Public Access Catalog (OPAC) facility for document search. Central Library has a well equipped digital library with 48 No. of multimedia PC's with internet connectivity for online services. Library has a collection of 9726 e-books from Springer and Elsevier. Library has subscribed ScienceDirect, ASME, Inventi e-journals. Central Library has Institutional Membership of DELNET and National Digital Library. Library has a collection of Multimedia CD's and DVD's including Softech E-learning CDs and Interview Simulation Software. Library provides NPTEL video lecture facilities. Library has developed a digital database of previous exam question paper. Library provides Current content and book content service through email to the users. Library has designed a static page to extend e-services.

Human Resource Management

The Institute appoints an adequate number of qualified faculty through the procedure of open advertisement and interview by internal expert committee. (The Current Faculty Strength is 149, and SFR is 1:18). Under the guidance of IQAC and Other Think Tank Bodies, the Institute organizes various Faculty Development programmes and Training for both teaching and non-teaching staff members for upgrading their skills in the latest technology. The Faculty Members are encouraged to pursue higher

education like Ph.D and the institute provides the Necessary Duty Leaves and supports them. Medical leave provision is given to the faculty and staff members based on the request. On duty is provided for pursuing higher studies, attending FDP courses/seminars/conferences/workshops and exam duties. The faculty and staff members are entitled to avail summer and winter vacations, casual leave and compensation leave

File Description	Document
Any additional information	View Document
Link for Strategic Plan and deployment documents on the website	View Document

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

Response:

Functions of Key Administrative Positions:

Role	Responsibilities
Governing Body	<ul style="list-style-type: none"> • Frame directive principles and policies • Amend and approve policies from time to time • Approve budgets and financial documents
Executive Director	<ul style="list-style-type: none"> • Mobilize internal and external resources to strengthen the institute • Plan and provide infrastructure facilities • Provision of human resource • Strategic plan for institutional development • Periodic monitoring and evaluation of various processes • Purchases

Director	<ul style="list-style-type: none"> • Define quality policy and objectives • Arrange periodic meeting of various bodies and committees • Effective implementation of OBE • Academic planning and monitoring • Examinations, Academic development
Registrar	<ul style="list-style-type: none"> • Office administration • Employee recruitment • Budget and Finance • Purchase and Accounts • Compliance with AICTE, DTE & University • Transport, Infrastructure and Maintenance • Amenities • Faculty grievance
Dean Academic	<ul style="list-style-type: none"> • Prepare and execute academic calendar • Teaching-learning process • Result analysis and remedial measures • Academic audit • Student Feedback
Controller of Examinations	<ul style="list-style-type: none"> • Internal and external examinations • Question Paper & Assessment • Students Academic Performance

Dean Quality Assurance	<ul style="list-style-type: none"> • NBA Accreditation • ISO • IQAC • NAAC Accreditation • NIRF Ranking • Strategic Planning
Dean, Research and Development	<ul style="list-style-type: none"> • Up-scaling and enhancing the research activities within the institute • Raise awareness of funding opportunities to support faculty research and externally funded sponsored/consultancy projects • Encourage industry institute linkages and collaborative research • Motivate faculty to write projects • Monitor the effective utilization of funds of externally funding projects. • Maintain and update record of research publications.
Dean, Training and Placement	<ul style="list-style-type: none"> • Student training and placement • Identify and provide for training needs of students • Arrange campus interviews • Proposing annual T & P budget • Facilitate career guidance to studentsEDC, Higher studies
Dean,	<ul style="list-style-type: none"> • Facilitate the consultancy work in the

Industry Institute Interaction	<p>institution.</p> <ul style="list-style-type: none"> • Industry Institute Interaction • MoUs
Heads of Department	<ul style="list-style-type: none"> • Plan and execute academic activities of the department • Maintain discipline and culture in the department • Maintain the department neat and clean • Pick and promote strengths of students / faculty / staff • Monitor academic activities of the department • Propose department budget • Adhere to QMS procedures • Maintain records of departmental activities and achievements
Librarian	<ul style="list-style-type: none"> • Plan and execute modus operandi of routine activity of the library • Plan and propose expansion / development • Maintain library discipline and culture • Prepare annual budget for library
Alumni Incharge	<ul style="list-style-type: none"> • Ensure Alumni Registration • Alumni Meetings
Workshop Incharge	<ul style="list-style-type: none"> • Smooth running of college workshop

	<ul style="list-style-type: none"> • Preparing Material Requirement • Supervise the routine work • Coordinate the college bus service • Maintenance of generator facility
Counseling Cell In-charge	<ul style="list-style-type: none"> • Facilitate career guidance to students • Assist students suffering from psychological disorders • Arrange for professional counselors • Maintain record of counseling activities • Student academic counseling
Director, Physical Education	<ul style="list-style-type: none"> • Ensure smooth conduct of sports • Ensure proper use of gym • Purchasing of sport items • Encourage students to participate in Zonal tournaments • Creation and upkeep of sports facilities

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format	View Document
ERP (Enterprise Resource Planning) Document	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

Response:

The Institute Annasaheb Dange College of Engineering and Technology, Ashta (ADCET, Ashta) takes pride and responsibility in the wellbeing and progress of its most significant stakeholders, the Teaching Faculty Members and Non-Teaching Staff. The Financial, Mental and Physical wellbeing of the Faculty and Staff Members is one of the most important agenda in our policy making process. Some of the significant policies regarding the same are listed below, the Institute has a group insurance scheme implemented through Shivaji University, Kolhapur covering all teaching and non-teaching employees.

- Best Teacher award is given every year to a faculty who performs exceptionally well in the particular year a proper process has been designed and implemented for it.
- Cultural activity 'SNEHA' for staff is organized every year in the institute, where all the faculty members are engaged.
- Motivation in terms of leaves and finance for research, up-gradation, attending FDP etc is given throughout the year.
- Medical, Sports and Gym facilities are provided to the faculty and staff for their physical wellbeing.
- Financial Aid is provided to the Faculty and Staff members through the loans through the Path-Sanstha's.

File Description	Document
Any additional information	View Document

6.3.2 Average percentage of teachers provided with financial support to attend conferences /

workshops and towards membership fee of professional bodies during the last five years.

Response: 48.4

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
41	37	80	71	70

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 8.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
06	09	15	08	06

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 85.7

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation

Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
108	106	139	86	80

File Description	Document
IQAC report summary	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Internal audit is carried out by the internal auditor once in a year appointed by the parent organization i.e. Sant Dnyaneshwar Sanstha, Islampur. Audit of all vouchers, receipts, cash book, and ledger of transaction is done by the internal auditor.

The following procedure is followed for all the purchased and expenses involved,

1. The respective department/Incharge submits the voucher/original invoice and other supporting documents, including the approvals for purchase to the accounts clerk of the Institute.
2. The accounts section verifies documents, checks for the financial delegation and if all are found to be correct process the bill/voucher for payment or reimbursement accordingly.

External audit is done by chartered accountant appointed by the parent organization i.e. Sant Dnyaneshwar Sanstha, Islampur. Audit of all vouchers, receipts, cash book, and ledger of transaction is done by the external auditor. The audited income and expenditure statements are certified. Balance sheet is duly signed by the Director and Chartered Accountant, is duly submitted for the Governing Body for perusal. The audited balance sheet and accounts statements are put on the institute website for dissemination

File Description	Document
Link for additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropists during the

last five years (not covered in Criterion III and V) (INR in Lakhs)

Response: 3.25

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	1.05	0.65	0.79	0.76

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual statements of accounts	View Document
Link for additional information	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The major source of income is fees collected from students. As the institution is at present self-financing type, even if any deficit arises it will get funds from the society and from the management. We are enclosing last year's audited accounts statement. Different financial sources available are. · Fee collected from students. · Funding from different funding agencies such as, AICTE, Shivaji University, DST SERB, MODROB and other R&D centers. Contribution from the management. · The management has been spending a huge amount of money to develop the required infrastructural facilities such as buildings for various departments, administrative block, lab equipment, ladies and boys' hostel building, buildings for library, canteen and sports. As applied to recurring expenditure, the institute depends on the fee collected from students for its routine expenses such as salary of teaching staff, maintenance of building and equipment etc.,. College transport services and college canteen are being run by the institute.

The institutional budget is prepared every year by considering recurring, nonrecurring and Capital expenditure comparing last year's actual expenditure and proposed expenditure given by the department. All administrative and academic heads submit the budget required for the subsequent financial year. All coordinators of different cells like Training & Placement Cell, Research & Development, Controller of Examination, Cultural cell etc., are also instructed to submit their budget. Provision of recurring and capital budget is done by considering Tuition fee and Development Fee respectively.

The major sources for the funds for the institutions are from the following sources,

1. Tuition and Development Fee collected from students as approved by Fee Regulating Authority (FRA)

2. Scholarships received from the State and Central Government under various welfare schemes
3. Sponsored Research grants received from the funding agencies through research proposals
4. Internal Revenue Generation through Industrial Consultancy Projects
5. Funds received from the Trust for infrastructural augmentation.
6. Scholarships and Funds from Non-Governmental agencies and Philanthropists.
7. Other sources of Funds include examination fee, transportation fee, gym fee, and others.

The institute in its Perspective plan and Institute Development Plan (IDP) focuses on increasing the funding through the Sponsored Research Grants, Revenue Generation through Industrial Consultancy and Funds from Non-Governmental agencies, Philanthropists, and Industries through CSR their CSR Funds.

The Funds received from the Trust are utilized for development of the required infrastructural facilities to meet the needs of student & faculty members, in a strategic way to optimal utilization of resources. Example, A new high quality guest house to accommodate official guests inside the campus, which reduces the institution expenses on accommodation and travel.

File Description	Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

1. Reforms in Assessment Methods

Outcome-based education (OBE) a performance based approach has emerged as a major reform in the Teaching Learning Process, which was implemented in ADCET, Ashta from year 2015-2016 onwards, It was observed through the Program Outcome mapping and attainment the traditional pen-paper based assessment is not effective in measuring the all the graduate attributes specifically the graduate attributes such as complex problem investigation, modern tool usage, the engineer and society, environment and sustainability, ethics, communication and project management and finance. Thus through the detailed discussions and deliberations in the IQAC the institutions resolved to adapt the reforms in the assessment methods specifically in the Insemeter Evaluation (ISE) which is 20 % of the assessment weightage, the

reform is to use activity based assessment in the ISE replacing the traditional pen-paper test. The activity based assessment is gradually implemented in the institute from AY 2019 - 20 onwards in all the courses offered by the institute. It is observed that the graduate attributes that were earlier not mapped are now mapped and attainment is effective through the ISE in the form of Activity Based Assessment. The quality of QP of the MSE and ESE are also reviewed and is continuously improved through the Question Paper Review System (QPQRS).

2. Industry Institute Interaction and Consultancy

As a spearheading technical educational institute, industrial consultancy and research is essential for the Faculty Members to be Practicing Engineers, through which the faculty members would be able to solve the real world problems faced by the industry/society. The knowledge and experience gained by the faculty members through this industrial consultancy and research can be imparted to the students through case studies. The institute is emphasizing on the significance of Industry Institute Interactions and faculty members becoming the practicing engineers by solving the problems faced by the industries. The number of industrial interactions, MoUs between the Industries and the consultancy projects over the last five years have significantly improved.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

The IQAC has been the think-tank body of the institution which spearheads innovation and effectiveness in overall improvement in the quality of academic process including the teaching learning process, curriculum development, assessment methods, research and consultancy. The following are the major policies related to the academic originated through the IQAC,

1. Academic Audit Cell

The Academic Audit is a faculty-driven model of ongoing self-reflection, collaboration, and teamwork and peer feedback. It is based on structured conversations among faculty, stakeholders and peer reviewers all focused on a common goal to improve quality processes in teaching and learning and thus enhance student success. Academic audit is a procedure of verifying and confirming the performance of academic practices and procedures against planned/standard procedures. It should be an annual activity. Academic audit is the

auditing or assessment of the quality of the academic process undergoing in the Institute. Academic audit is performed by an expert person or committee comprising of academic expert's body which is external to the Institute organization. The aim of academic audit is to assess the existing process and suggest modifications in the academic process to improve effectiveness of teaching learning.

Academic Audit Cell (AAC) is a part of the Institute operating under the Office of the Dean Academic. The cell will comprise of the Director, Dean Academics, Head of Departments, Department Academic Coordinators of the Institute. AAC will put the academic audit process into operation annually. The cell will work as an interface of communication between the Institute and the academic audit committee.

2. Minor and Honour Certification Program

The Institute has implemented Minor and Honour certification programs wherein students can learn interdisciplinary and advanced courses. Under the Honours Degree Certification the students shall be allowed as specialization from the same department. The minimum additional credits for such courses shall be in the range of 18-20 and the same shall be mentioned in the degree, as specialization in that particular area. Under the Minors Degree Certification the students can take a specialization from other departments with the additional credit range of 18-20 and get a minor degree certification from another department. Guidelines for Honours and Minor Degree Students with minimum CPI of 6.75 in First Year (Sem-I & II) of UG programs are eligible to apply for Hons./Minor Degree. Students have to complete all required theory courses through MOOCs recommended by the respective Board of Studies and submit course completion certificates to the Examination Section of the Institute. MOOC courses should be of minimum 8 weeks for 3 credit courses. Students have to complete project work from semester II to semester VI and submit project report during Semester VII and appear for final project examination.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.Any other quality audit recognized by state, national or international agencies (ISO Certification)**

Response: All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Paste web link of Annual reports of Institution	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Gender equity refers to 'Fairness of treatment for both women and men, according to their respective needs. This may include equal treatment or treatment that is different but which may be equivalent in terms of rights, benefits, obligations and opportunities.

Facilities provided to girls and ladies:

a) Safety and security in the campus

- The safety of college is ensured by deployment of security persons at all strategic points. Separate ladies hostels are provided.
- Women are provided with equally good and separate hostel facilities, ensuring their complete security with CCTV cameras. Well-trained and women rectors are appointed for the ladies hostel
- Institute has ICC i.e. Internal Complaints Committee is in force and looks after issues related to harassment etc.
- Internal Complaints Committee for protection against Sexual Harassment: Institute has zero-tolerance towards sexual harassment.
- In order to assure ragging free campus various different anti- ragging measures including anti ragging squad and awareness are carried out. Committee consists of Faculty as well as students and it ensures safe environment in hostel premises.

b) Proper counselling whenever required

At ADCET full time counsellor is appointed who offers counselling to girl students or lady faculty members. Also anything that hampers growth and subdues purpose is not ignored. Counselling Cell provides support and ensure the well-being of ADCETs' community.

Counsellor deal with all types of emotional and behavioural problems or issues (such as difficulty in stress management, Academic anxiety, Feeling of inferiority, Low self-confidence, Difficulty in mingling with others, Addiction - social networking sites, smoking, drugs, etc., Relationship issues or any psychological issues) to look after Students' welfare. Individual (one-to-one) and group session(s) are arranged as per requirement. Each session is given full consideration and no information is revealed to anyone, whoever it may be. However, an exception may be made in the case of a life-threatening situation(s).

c) Ladies Common Room

- Institute has recognized the need for personal space for girls/ Ladies, hence separate room for the girls is provided.
- Sanitary pad vending machines are installed in common room.

Other Measures:

Institute has ICC in force which look after problems of girls and make it sure that problems will get resolved in time. Women Empowerment Cell and ICC organizes various programmes or activities are organized for girls. These are consist of Women's Day, Guest Lectures etc. Gender audit is done at institute. Institute tries to bring into various scholarships especially for girls. Also certain placement drives are hosted at institute exclusively for girls. As result of these initiatives this year University Representative is Girl. There is no bias in roll call list formation or while providing Unique Registration Numbers at institute. Boys and girls are given equal treatment while preparing group of students for project. Also important responsibilities are performed by lady faculty members in conduction of exam.

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

SOLID WASTE MANAGEMENT:

ADCET is committed to managing its solid waste in an environmentally responsible manner, in accordance with all applicable laws and regulations. The institution promotes waste reduction, reuse, and recycling, and takes efforts to minimize the generation of solid waste through source reduction and other waste reduction strategies. The institute generates varieties of solid waste. The major components observed includes paper waste, Canteen food waste, and horticulture Waste. In institute the biomedical and radioactive waste is not generated. Good number of cleaning staff is appointed by the institute for daily housekeeping and proper collection of solid waste generated. All key locations are provided with proper dust bins to keep every part of campus litter free. The institute follows good Waste management practices which includes, recycling of horticulture waste by composting and supporting daily waste discharge in collection system run by local municipal authorities. Institute has also signed the MoU with 'Sanjay Kumar and company, Madhavnagar, Sangli' who is purchasing all paper waste generated in the office of 'Controller of Examination' in the form of answer sheets of students to dispose of in sustainable manner by recycling the same for pulping.

WASTE WATER MANAGEMENT:

Institute is committed to managing its liquid waste in a responsible and sustainable manner, in accordance with all applicable laws and regulations. The institution is continuously striving to reduce the amount of liquid waste generated and to properly dispose of all liquid waste generated on campus.

The institute has developed good underground pipe system for the collection of waste water as well as storm water generated during the monsoon season. The water is disposed in the sustainable way. The institute has implemented a variety of disposal methods to properly dispose of its liquid waste, in accordance with all applicable laws and regulations. These methods include:

Sewer discharge: Liquid waste from canteen is discharged into the sewer system for treatment at a municipal wastewater treatment plant.

Recycling: Part of the waste water is recycled, in the form of allowing to reach to the agricultural fields located on the south side of the campus for irrigation. The waste from the hostels is primarily treated by septic tanks and then allowed to percolate in the ground in the form of soil percolation systems.

E-WASTE MANAGEMENT:

Being a technical institution, ADCET generates small amount of E waste. E-waste generated in the campus is disposed in scientific and eco-friendly manner. Drives of E waste collection are also conducted for sustainable management of such waste. The research on such waste management are also initiated by the

institute.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any additional information	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.**
- 2.Divyangjan friendly washrooms**
- 3.Signage including tactile path, lights, display boards and signposts**
- 4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

Learners' community experiences peace and harmony at ADCET. Students from wide variety of cultures are indivisible part of ADCET family. Many students are from the states other than Maharashtra such as Karnataka, Jammu and Kashmir etc. Institution takes all possible initiatives to make them more responsible citizens. There is no any example of unrest at ADCET. The Institute is committed to provide home like environment to learners necessary for their study.

Students are motivated to participate in several extension activities in the institute as well as outside the institute. Many students from ADCET participate at university as well as inter University level events and portray their language and culture. Students from backward classes or economically backward classes are eligible for scholarships of government of Maharashtra. ADCET has various student associations in each program at ADCET such as MESA, CESA etc are constituted which motivates students for their participation in various technical events outside the institute or at university level. These associations organizes various technical as well as non-technical events like SPARK technical event is organized by Computer Science and Engineering students Association CESA.

Festivals are essence of the culture. By ADCET family many festivals are celebrated such as Ganesh Festival, Shiv Jayanti etc. Students organize events such as Pathnatya (Street Play), Procession as well as lectures of eminent speakers. ADCET organizes blood donation camp every year where the staff as well as students donate blood and demonstrate their responsibility towards their social duties and responsibilities. Many days are celebrated in Institute like Independence Day, Republic Day, Teachers Day, Women's Day, Youth Day etc. It enriches student's sense of social responsibility. International Yoga day is regularly organized in the institute. Under KALA Academy at ADCET various courses are conducted for students which includes Singing, Dancing, music etc. Institute also motivates students by celebrating Engineer's day, Constitution Day. In order to sensitize students towards constitution of India, every programs offered by institute, course entitled 'Constitution of India' is included in the curriculum. The students organize many cleanliness drives both inside the campus and in nearby villages as a part of social responsibility. The students also organize Tree Plantation drives to provide a clean and green environment for all. Final year students of all departments donate their college uniform to poor and needy people.

The institute also publish the magazine named 'Dnyanda', which includes the articles written in local language i.e. Marathi, National language Hindi as well as in Sanskrit, Kannada, Punjabi, Urdu, Tamil, Telugu, Malayalam and English. The translations of various international articles published in the languages like Japanese and Arabic. The faculty members of the institute also belongs to various diverse culture and are from different parts of the contry.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The institution sensitizes the students and the staff to constitutional obligations about values, rights, duties and responsibilities and constantly works upon to nurture them as better citizens of the country through various curricular and extra-curricular activities.

The institution curriculum include course on Constitution of India as a step to inculcate values and constitutional obligations among the students.

Institute has arranged following programs for awareness about Constitution,

- Awareness and E-Quiz on Right to Information Act
- 'Making of the Constitution', organized by NSS in association with Ministry of Information and Broadcasting.
- Donation for National foundation for Communal Harmony by National foundation for Communal Harmony and NSS.
- Integrity Pledge by Central Vigilance Commission and NSS.

Celebration of National Days

The institute hoists the flag on national festivals and invites eminent persons to inspire students and staff by their patriotic thoughts and guidance.

Responsibilities and Ethics in Research

To encourage research, ethics among students, their project thesis reports are plagiarism checked.

Activities in association with NSS

NSS unit and departments in ADCET organized following programmes,

Blood Donation

Every year institute organizes Blood Donation camp on the occasion of birthday of founder Chairman Hon. Annasaheb Dange (Appa) and Hon. Secretary, Adv. Chimanbhai Dange. Students and staff donate blood and become more responsible citizen of India. Around 250 bottles of blood is donated every year.

Tree plantation

Environmental Consciousness is important for every citizen of India. For this, a tree plantation program is arranged by NSS in association with forest department. During these events students and staff plants around 1000 plants in institute campus and nearby areas.

Road Safety & Traffic Awareness Campaign

The students perform Street Plays and campaigns in association with RTO to create awareness among citizens about social issues like Road Safety & Traffic.

Cleanliness

The cleaning activities are organized on the several occasions including Mahatma Gandhi Jayanti, Swachh Bharat Abhiyan and Environment Day in the institute every year. Street Play 'Ek Paul Swachhatekade' is arranged at Sangli Railway Station to promote cleanliness.

Election awareness

Election awareness seminar, Voter Registration Camp and Slogan competition on the occasion of National Voters Day were conducted jointly with government authorities and NSS cell.

Awareness about Safety

Institute have continuously arranged many programs about awareness about Electrical Safety for farmers, first aid training seminars and fire mock drill.

Social awareness

- During disasters like flood in Maharashtra and Kerala, donation drives were conducted to raise funds and other utilities for relief.
- Final year students donate their uniforms. Which are donated to orphans and poor people.
- Awareness Talk on Tuberculosis on the occasion of World TB Day 2021.
- Yoga Pranayama Session on occasion of International Yoga Day

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

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and

other staff and conducts periodic programmes in this regard.

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Institute is working with its mission to prepare competent engineers whose ethics are good. Institute takes effort to keep environment healthy. Many national and international days. Students as well as faculty members are involved in the celebration, all respect and admire religions, languages and cultures, which makes students aware about our culture and unity in diversity. Institute celebrate various days of eminent personalities, National Festivals, NSS, outreach and other extension activities. These activities provide an inclusive environment where faculty members as well as students are on the same platform. National Service Scheme, Students Association and Management work together and celebrates many days.

Various important International/National festivals are celebrated every year such as:

- International Yoga Day
- Republic Day
- Independence Day
- Chattrapati Shivaji Maharaj Jayanti
- World Food day
- Ganesh Festival
- Indian Mathematics Day
- Gandhi Jayanti
- World water day
- National Sports day
- NSS day
- World mental Health Day
- National Youth Day

- Ambedkar Jayanti
- International Worker's Day and Maharashtra Day

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	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:

Activity 1

a. Title of the practice: Competency Fostering Program (CFP)

b. Objectives:

1. Make holistic development of student.
2. Develop relevant technical skills.
3. Develop cognitive and affective domain of students.
4. Ensure development of students with life-long learning attitude.
5. Provide industry-specific knowledge to students.
6. Improve students' the self-confidence, communication skills and teamwork
7. Improve student's collaborative approach towards professionalism and work ethics.

c. The context –

- We, Annasaheb Dange College of Engineering and Technology (ADCET) are located in a rural part of Western Maharashtra. The institute aims to prepare its students as per the needs of the industry by offering a wide range of programs and activities that enhance their technical skills. Most of students in the institute are lagging in communication skills and they have average command over English language. As the students are from pastoral area, they are having shyness among them to present themselves confidently in front of others or to present themselves as a marketable product.
- The engineering industry is a highly competitive and dynamic and hence there is a need of constant updation of the skills of students with the latest advancements. The industry offers employment to the freshers with good aptitude, communication skills, technical knowledge and decision-making power. The CFP is an initiative aimed at preparing engineering graduates to meet the requirements of the industry by imparting the necessary knowledge and skills.
- The engineering industry is rapidly evolving with new technologies and innovations emerging

every day. To meet the demands of the industry, it is essential for engineering students to be equipped with the necessary knowledge and skills. However, most engineering programs focus mainly on theoretical knowledge, leaving students unprepared for the practical challenges of the industry. Therefore, CFP is essential to bridge this gap between industry and academia.

d. The practice

The curriculum developed by the institute is assisted with skill oriented courses, employability courses, and other activities like workshops, industrial visits, trainings etc. as their routine academic activities. Curriculum of the institute focuses on skills development, employability and professional development of the student. This helps the students to become more proficient for the placement process of the industry which may consists of aptitude test, technical round and personal interview. The various curricular and extra-curricular activities being conducted under CFP are mentioned below:

Curricular Activities:

Internships: Internships opportunities are provided for students in various industries. It help students to gain practical knowledge and experience industry culture, as well as to become adoptable to industry. It provides student with practical experience and exposure to industry practices. It also help students to impart valuable insights into the industry and develop the necessary skills.

Projects: Learning through projects is too instrumental in acquiring knowledge. The institute encourages students to work on good projects that are relevant to the industry. These projects provide an opportunity to the students to apply their knowledge and skills to real-world problems. This enhances problem-solving and critical thinking skills of the students.

Value-Added Courses: The institute offers value-added courses that are complements the regular curriculum. These courses cover topics such as communication skills, personality development, and entrepreneurship amongst the students.

Skill Oriented Courses: The institute provides such courses that enhance the employability of students. These courses cover topics such as soft skills, interview skills, and job search strategies.

Elective Courses: The students are free to choose the Elective courses are per their choice from Third Year onwards, which are floated by their respective departments. There are two categories of the elective courses namely; Professional Electives and Open Electives. The Professional Electives are floated by the respective department and students from the same department will opt for it. Whereas the Open electives are floated by all the departments for which the students from parent department are not allowed to choose the elective from their department. The Open elective gives an opportunity to the students to opt for multidisciplinary approach.

Seminars: Every student has to deliver a seminar on a topic which is given by his guide. This activity improves the communication as well as presentation skill of the student. Some courses Seminar / Presentation is considered as one of the activity for evaluation of the students.

Extra-curricular Activities:

Lectures of Experts from Industry and Academia: Eminent experts from industry and academia are invited to deliver lectures to students. Such lectures provide students an insights into the industry and the latest trends and cutting edge technologies and exposure to the students.

Hands on Workshops: These type of practices are helping the students to improve their practical skills and knowledge demanded by the industry. The students will get exposure for the use of latest tools and technologies.

Industrial Visits: The institute organizes industry visits for students to various industries. These visits give students a first-hand experience of the industry and help them to understand the practical aspects of their field.

Need based training: The institute provides need-based training for students based on their requirements. These training programs such as language trainings, aptitude trainings and tests those help students to acquire the specific skills and knowledge required for their field. Value added courses are added into curriculum which are necessary for all round development of students. External agencies are invited under which trainers from the agencies train students regularly to boost students on various domains of student's development. This helps students to focus on campus interview, development of self-confidence.

Project Competitions: The students are encouraged to participate in the competitions organized by the parent institute/department as well as outside institutes. The students will get an opportunity to showcase their technical knowledge through their projects to the outside world. Also, this gives them a chance to look towards the outside world projects.

Paper Presentations: The students are encouraged to participate in the paper presentation competitions organized by the parent institute/department as well as outside institutes. The students will get an opportunity to showcase their technical knowledge through their presentations, which helps them to improve their paper writing and presentation skills.

e. Evidence of success:

The Competency Fostering Program has remarkable impact on the success of students in institute. Communication skills of students are improved and they have become more confident in their ability to work in the industry. The CFP run by the institute become successful in preparing students ready for the industry. The various programs and activities offered in the institute have enhanced the employability skills of the students and they become industry-ready and got placed. We believe that these efforts have contributed to the economic growth of the region by providing skilled and knowledgeable professionals to the industry. The success of the practice can be seen from:

- Student's participation in various events organized in campus and off campus at national and international level with good success rate.
- Continuous improvement placement of students in reputed MNCs

- Feedback from employers

Particulars	2021-22	2020-21	2019-20	2018-19	2017-18
No. of companies visited in last five years	62	57	62	85	67
No. of placed students	474	509	497	395	406
Percentage of placed student (%)	59.77	61.25	70.49	66.38	55.77
Aptitude training	2	6	6	8	8
Career counseling sections	13	19	3	1	2
No. of student projects	183	193	155	131	142
No. of students associations	5	4	4	4	4
Workshops organized	17	17	17	15	24

f. Problems encountered and resources required:

- Students' reluctance about the activities beyond curriculum hours, because most of the students cannot afford the stay in to the hostel and they prefer to travel daily from their home to college. Due to substandard travelling facilities, it is tough for student stay back beyond college hours. To resolve this problem, timetable has been prepared by considering students comfort.
- Initially, voluntarily student participation was poor in the technical competitions. Problem is resolved by motivational talks to improve the active participation. We have trained human resource to conduct such sessions for the students.

Activity 2

a. Title of the practice – ActivityBased Internal Assessment

b. Objectives: Activity based internal assessment is to:

1. Enhance learning skills of students
2. Impart deeper understanding of the course
3. Develop team spirit among students
4. Make students aware about real time application of Engineering knowledge and enhance problem

solving capacity
5. Produce competent and industry-ready engineers.

c. The context –

Traditional examinations of theory courses were mostly written examinations. Through such examinations only knowledge domain POs were mapped. Skill domain and affective domains remain unmapped. In this regard ADCET adopted activity-based In Semester Evaluation (ISE). It is a type of assessment which focuses on assessment of knowledge, practical skills, and attitude domain skills of the students through various activities, which leads to mapping of the PO's from affective and psychomotor skill domains. It is a more effective way of assessing students' performance as it evaluates not only their theoretical knowledge but also their ability to apply that knowledge in real-world situations.

Benefits of Activity-Based Assessment:

Improved CO-PO mapping:

CO-PO mapping helps to ensure that the learning objectives are being met and the program is fulfilling its goals. CO-PO mapping can also help to identify areas of improvement. It also ensure that students are receiving the best education. The conventional assessment methods were not sufficient to map maximum PO's; whereas activity based assessment, helps to map almost every PO encompassing all knowledge, psychomotor and affective domains.

Activity based assessment helps to improve learning by providing feedback on performance of the student and areas of improvement. It also motivate students to work harder and strive for better results. This Assessment method is helpful for teachers to identify areas of improvement of the students and provide targeted instructions to enhance their performance.

Enhancing Practical Skills: Activity-based assessment can enhance students' practical skills by providing them with hands-on experience in solving real-world problems. This can help them to develop critical thinking, problem-solving, and decision-making skills.

Competency Performance: Activity-based assessment can measure students' performance in real-world scenarios. This helps to evaluate students' abilities to apply theoretical knowledge to the practical problems, which is an essential requirement in the engineering industry.

Encouraging Active Learning: Activity-based assessment encourages active learning by providing students with a more engaging learning experience. It motivates students to learn by doing, rather than just reading and listening.

Fostering Collaboration: Activity-based assessment can foster collaboration among students, as it often requires teamwork and communication. This help students to develop interpersonal skills, which are essential in the engineering industry.

d. The practice

The implementation of activity-based internal assessment involves several steps. These steps are as follows:

Designing Activities: The faculty members need to design activities that are relevant to the course material and enable to evaluate the student's performance from knowledge, psychomotor and affective domain. It is communicated to students well in advance so that they will get enough time for preparation.

Conducting Activities: The faculty members conduct the activities and assess the performance of the students based on their performance, participation, problem-solving abilities, and teamwork.

Providing Feedback: The faculty members provide regular feedback to students on their performance and guide them on how to improve their skills.

Final Assessment: The final assessment is based on the overall performance of the students in the activities conducted throughout the semester.

Following activities are floated to the students for their internal assessment,

List of activities for internal assessment:

- Market survey
- Case studies
- Video presentation
- Group discussion
- Spot presentation
- Quiz
- Assignments
- Poster presentation

e. Evidence of success:

Activity-based internal assessment provides a comprehensive evaluation of students' understanding of the subject matter and promotes active learning. The adoption of this approach lead to better attainment of course outcomes and graduates who are equipped to meet the demands of the industry. The success can be observed from,

- Improved PO mapping and better assessment of students.
- Student feedback on 'Activity based assessment'

f. Problems encountered and resources required:

- Time constraints: Activity based assessment requires a significant amount of time to plan, implement, and for assessment. This is little difficult to manage as compared to traditional assessment, as student has to undergo multiple courses and multiple assessment at a time.

- Activity based assessment requires out of the box thinking of the faculty and design activities that are appropriate to assess course outcomes. Courses such as NPTEL courses and FDP's become helpful for faculties to become an expert in their subjects.

File Description	Document
Best practices in the Institutional web site	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:

Changing lives; Enriching Future

Institutional distinctiveness refers to the unique characteristics and qualities that distinguish an educational institution from others in terms of its mission, vision, values, academic programs and support services. We, at ADCET consider our distinctiveness as ***“DOING SAME THINGS; DIFFERENTLY”***

The Institute focuses keenly on the holistic development of students and provides them with every opportunity and resource to facilitate their holistic development. This is one of the most distinctive features the Institute, details are given below in brief.

NAAC emphasizes on quality in education and NBA while prescribing parameters for outcome based education finally leads to the holistic development of the students. So, the student centric activities at the institute are designed for holistic development of the students. It has four components, intellectual, social, physical, and emotional development namely.

Academic Sphere:

First and foremost, the institute's commitment for providing excellent education is a hallmark of its distinctiveness. This includes offering high-quality academic programs in various domains of engineering and technology. The institute, implements its own curriculum through well planned and effective teaching learning activities blended with latest pedagogy approaches. The institute is known for its rigorous curriculum, experienced faculty and state-of-the-art facilities that enable students to acquire the knowledge and skills they need for excelling in their chosen field. Various approaches have been taken to enable students to meet their individual needs.

In addition to academic offerings, the institute stands for its focus on holistic development, it includes providing students with a wide range of add-on facilities that go beyond the traditional classroom experience. For example, the institute offers additional soft skill training programs that help students to develop soft skills and corporate manners that are essential for success in today's global marketplace. Exposure to students throughout their educational program is provided by mentors, counselor, industry experts, professionals, and innovators. This enables them to be work ready. The institute proactively

identifies the needs with current trend of market and makes the provision for imparting the add-on courses to meet the requirement. The students are facilitated to work on relevant problems related to society, industry through projects like minor and major projects. Students are enabled to work environment through regular industrial visits and an internships. The institute also organizes various programs for providing hands-on training for students on latest technology adopted by the industry. Students are motivated to reach out to the industry for various industrial projects. The technical fests and model exhibition are features of developing hands on experiences among students.

Non Academic Sphere:

Another important aspect of the institute's institutional distinctiveness is its support for sports and cultural activities. The institute recognizes that students need platforms to develop their physical, social and cultural skills, along with their academic abilities. Institute provides a range of sports facilities and opportunities for students to participate in various cultural events and activities, such as music and dance performances, debate competitions and art exhibitions. The institute also recognizes the importance of social skills. To this end, the institute has implemented various extension activities that aim to inculcate social skills in students. These activities include community service projects, volunteer work, internships, and social awareness campaigns. Through these activities, students learn the value of giving back to society, develop empathy and compassion for others, and gain a deeper understanding of the social issues facing their community. They also develop communication, teamwork, and leadership skills that are essential for success in any field. The extension activities at the institute are carefully designed to provide students with meaningful experiences that allow them to apply what they have learned in the classroom to real-world situations. By promoting social skills development, the institute is preparing its students to become responsible citizens who will make a positive impact in their communities and the world at large. The social skills are nurtured through various activities conducted by the social and students clubs in the institute.

Exposure to social issues and working on probable solutions: The students are exposed to the diverse social structure and their issues, particularly in the neighboring areas, through the National Service Scheme implemented at the Institute, in collaboration with the Shivaji University, Kolhapur. The students undertake activities of spreading social awareness about various burning topics such as female infanticide, women health, Swatch Bharat, tree plantation etc. While doing so, students become aware of the societal issues and think of possible solutions of it.

Inculcating benevolence: The students take part in helping the neglected part of the society like orphans and old age people. Students help the children at the orphanages by conducting classes for the kids. At the old-age homes, students extend their help.

Physical development: The institute promotes physical activities among the students to cultivate many important skills such as physical fitness, team spirit, confidence, decision making, mental strength, etc. of the students. Each year, the institute organizes annual sports events comprising of various sports. In these sports boys and girls participate and show their skills – their sportsman spirit and team-building abilities. During the camps held at various village adopted by the institute through NSS, various physical activities like Yoga exercises, outdoor sports etc are conducted.

Emotional development: Emotional intelligence of the students is given apt attention at the institute. The mentor-mentee system is in place mentor meets mentee biweekly at least. During meetings, students can discuss their academics and personal problems with the Mentor. A professional counselor is employed in

institute who helps the students in need.

Overall, the institute is committed to holistic development by providing high-quality education, along with a range of add-on facilities, software training programs, support for sports and cultural activities, and demonstrates its commitment to nurturing well-rounded, capable, and socially responsible individuals who are ready to make a positive impact in the world. As result of this, ADCET's engineering graduates are found to work relentlessly while taking their responsibilities on passing out while being proved to be intellectually competent, morally boosted, spiritually inspired and socially committed – They leave footprints of their own, wherever they go.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The Institute focuses keenly on the holistic development of students and provides them with every opportunity and resource to facilitate their holistic development. This is one of the most distinctive features the Institute. NAAC emphasizes on quality in education and NBA while prescribing parameters for outcome based education finally leads to the holistic development of the students. So, the student centric activities at the institute are designed for holistic development of the students.

Concluding Remarks :

As a young autonomous institution, ADCET, Ashta is working hard to improve the lives of everyone who has a direct or indirect connection to it. ADCET is obligated to comply with the rules and guidelines set forth by its upper bodies. The NAAC provides precise instructions that can be followed to achieve excellence in workplace culture. Everyone is made accountable through many bodies, cells, and entities, which is a clear sign of decentralization of power.

The placement cell, R&D cell, IQAC, and all other relevant teams working hard to attract successful businesses to the campus, improve publication, and get funding for projects with high-quality components. The Core Team, which consists of the HoDs, Deans, Director, and Executive Director, has always faithfully carried out the choices made by the GB, AC, etc.

ADCET, which was founded in 1999, has come a long way in the past 24 years, and it is prepared for the opportunities and challenges that lie ahead, such as NEP 2020. The process of implementing the NEP throughout all of ADCET's programmes has already begun.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.3.4	<p>Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)</p> <p>1.3.4.1. Number of students undertaking field projects / internships / student projects Answer before DVV Verification : 1892 Answer after DVV Verification: 1663</p> <p>Remark : Input is edited by counting the repeated no once.</p>																														
2.1.1	<p>Average Enrolment percentage (Average of last five years)</p> <p>2.1.1.1. Number of students admitted year-wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>496</td> <td>422</td> <td>496</td> <td>573</td> <td>625</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>496</td> <td>422</td> <td>496</td> <td>573</td> <td>625</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	496	422	496	573	625	2021-22	2020-21	2019-20	2018-19	2017-18	496	422	496	573	625	2021-22	2020-21	2019-20	2018-19	2017-18					
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2.3.3	<p>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)</p> <p>2.3.3.1. Number of mentors ?????????????? ??????? Answer before DVV Verification : 143 Answer after DVV Verification: 134</p>																														
2.4.2	<p>Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)</p> <p>2.4.2.1. Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>22</td> <td>19</td> <td>13</td> <td>15</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	17	22	19	13	15																				
2021-22	2020-21	2019-20	2018-19	2017-18																											
17	22	19	13	15																											

Answer After DVV Verification :

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

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

2.4.3.1. **Total experience of full-time teachers**

Answer before DVV Verification : 951.98

Answer after DVV Verification: 947.3

2.6.3 **Pass Percentage of students(Data for the latest completed academic year)**

2.6.3.1. **Total number of final year students who passed the examination conducted by Institution.**

Answer before DVV Verification : 777

Answer after DVV Verification: 783

2.6.3.2. **Total number of final year students who appeared for the examination conducted by the Institution.**

Answer before DVV Verification : 793

Answer after DVV Verification: 799

Remark : Input s edited from the clarification documents.

3.1.2 **The institution provides seed money to its teachers for research (average per year, INR in Lakhs)**

3.1.2.1. **The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1.42	0.26	0.25	1.44	1.76

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1.42	0.25	0.25	1.44	1.76

Remark : Input is edited from clarification documents

3.1.3 **Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years**

3.1.3.1. **The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	2	3	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	3	2	2	0

3.2.3 **Percentage of teachers recognised as research guides**

3.2.3.1. **Number of teachers recognized as research guides**

Answer before DVV Verification : 7

Answer after DVV Verification: 6

3.4.2 **Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years**

3.4.2.1. How many Ph.Ds are registered within last 5 years

Answer before DVV Verification : 14

Answer after DVV Verification: 13

3.4.2.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 7

Answer after DVV Verification: 6

Remark : Only six letters are available input is edited according to it.

3.4.3 **Number of research papers per teachers in the Journals notified on UGC website during the last five years**

3.4.3.1. Number of research papers in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
38	51	42	24	21

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
38	51	42	24	14

Remark : Avoiding repeated ISSN no or counting it once input is edited according to it.

3.4.4 **Number of books and chapters in edited volumes / books published per teacher during the last five years**

3.4.4.1. 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
30	38	56	38	29

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
25	37	56	37	25

Remark : Iput is edited from data template.

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

3.6.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
29	8	16	10	15

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	0	3	1	2

Remark : A letter of appreciation is not considered here, input is edited according to it.

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

3.7.1.1. Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
557	658	469	510	478

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
77	14	56	27	27

Remark : Input is edited from data template.

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

4.4.1.1. Expenditure incurred on maintenance of 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
327.36	331.67	419.18	562.81	418.84

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
309.32	329.25	403.83	550.06	413.45

Remark : Input is edited from excluding staff expenditure.

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

5.1.2.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
44	8	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
44	10	0	0	0

Remark : Input is edited from supporting clarification documents.

5.1.3 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. Awareness of trends in technology

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Input is edited from supporting clarification documents.

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1704	1331	208	62	112

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1704	1331	208	62	112

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-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 won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (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
7	25	11	19	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	24	1	2	3

Remark : Only state national and university award to be considered here ,input is edited according to it.

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	1.05	0.65	0.81	0.74

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	1.05	0.65	0.79	0.76

Remark : input is edited from clarification documents.

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>134</td> <td>149</td> <td>158</td> <td>167</td> <td>187</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>134</td> <td>107</td> <td>110</td> <td>138</td> <td>133</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	134	149	158	167	187	2021-22	2020-21	2019-20	2018-19	2017-18	134	107	110	138	133
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