



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

DEOGIRI INSTITUTE OF ENGINEERING AND MANAGEMENT STUDIES

DEOGIRI CAMPUS, RAILWAY STATION ROAD

431001

www.dietms.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

After getting freedom from the Nizam of Hyderabad, Marathwada region started its journey towards overall development. 'Marathwada Shikshan Prasarak Mandal' feels proud to lead the educational transformation by imparting education through more than 138 schools and colleges spread across the region. Till date, the trust has educated thousands of able young leaders who are working in almost all fields across the nation. The Trust has been awarded as **Best Institution** by Maharashtra government by the hands of the then Honorable President of India, Smt. Pratibhatai Patil.

With the great legacy in the account, **Deogiri Institute of Engineering and Management Studies** came into existence in 2009. The institute is affiliated to **Dr. Babasaheb Ambedkar Technological University, Lonere** and **Dr. Babasaheb Ambedkar Marathwada University, Aurangabad**. The institute is approved by 'All India Council of Technical Education' (A.I.C.T.E), Government of India, and Directorate of Technical Education Maharashtra.

The institute has an 8.0 acres sprawling area with greenery and pleasant environment situated in the heart of Aurangabad city. The institute offers four B. Tech programmes namely Civil Engineering, Computer Science and Engineering, Mechanical Engineering, Electronics and Telecommunication Engineering and five PG programmes including M. Tech and MBA programme.

Vision

Nation Building by creating opportunities for rural and urban students through excellence in education and research in the field of Engineering and Management.

Mission

- To develop the students for best academic and industrial practices by implementing innovative teaching learning methodologies, promoting all round development by giving exposure to series of activities.
- To prepare the students to face global challenges by equipping them with requisite technical expertise and developing entrepreneurship skills among them.
- To promote research attitude among faculty and students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Well qualified and young Faculty Members.
- State of the art infrastructure.
- Academic flexibility while imparting education.
- Industry interaction for career advancement of the students through MOU, Expert Talks and Industrial visits.
- Strong gender ratio.
- Good training and placement activities.
- Consistent progress in University results.
- University recognized Ph.D. research center for Electronics and Telecommunication Engineering.
- Eco friendly campus.
- The parent trust has a legacy of more than fifty years in education.

Institutional Weakness

- Input quality of admissions.
- Transition period of affiliation from Dr. Babasaheb Ambedkar Marathwada University, Aurangabad to Dr. Babasaheb Ambedkar Technological University, Lonere
- Less number of doctoral faculty members.

Institutional Opportunity

- Improvement in research activities.
- Improvement in skill-based courses for student's employability.
- Opportunity to utilize potential of alumni.
- Opportunity to start research centers in Mechanical, Civil, and CSE departments.
- To acquire for Autonomous Status.
- To start center of excellence for innovation in the field of Engineering and Management.

Institutional Challenge

- Engineering aspiring students from the Marathwada region are migrating to Metro cities. The institute needs to take efforts in retaining the intellectual students.
- To keep pace with continual change in the requirement of industry in terms of skill set of students.
- Being new institute challenge of fund allocation for research activities.
- Rural background of students forces limitation in terms of communication skill and unawareness about global requirements.
- Increasing placement ratio of students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Deogiri Institute of Engineering and Management Studies (DIEMS) is affiliated to Dr. Babasaheb Ambedkar Technological University, Lonere (BATU) and Dr. Babasaheb Ambedkar Marathwada University, Aurangabad

(BAMU) for running its UG and PG programs. Many faculty members are Conveners/Members of Board of Studies of both the Universities. The Director of the institute is a member of Academic Council of Dr. Babasaheb Ambedkar Technological University. Besides this representation many faculty members actively participate in the workshops, seminars and orientation programs conducted by University. Faculty members of the institute are also involved in various University level activities such as Syllabus Design, Paper Setting, Paper Assessment and curriculum design and implementation. Because of the efforts of the institute many elective courses are introduced in the syllabus of university.

The institute follows a well structured and documented curriculum delivery and implementation plan. The institute prepares Academic Calendar in synchronization with the Academic Calendar of University. The smooth functioning of the academic activities is achieved through various departmental level committees and institute level committees. The progress of the students is monitored through a well designed continuous assessment methodology.

Being affiliated institute the institute has limited academic flexibility. However curriculum enrichment is achieved through delivering contents beyond the syllabus and Value added courses imparting transferable and life skills. These courses are designed by keeping in mind the recent technological advancements and feedback from stakeholders. Institute has a provision of various committees which conducts several activities for sensitizing the students on issues like Gender, Environment Sustainability, Human Values and Professional Ethics for development of creative and divergent competencies.

Institutes takes structured feedback from stakeholders and the same is analyzed and corrective measures are taken for improvement.

Teaching-learning and Evaluation

The institute admits students as per the rules and regulations of Director of Technical Education (DTE), Maharashtra State. The institute adheres to all reservation policies of competent authority for admission process. The teacher student ratio is maintained as per the norms of regulating authority. The faculty members are also recruited as per the guidelines of affiliating University, State Government and AICTE.

The institute is conscious to serve students of different backgrounds and abilities through student centric teaching learning processes and interactive teaching techniques. The teaching learning process in the institute is well defined and structured which ensures the diverse requirements of the students. Learning levels of the students are identified and are taken into consideration for designing the learning material and evaluation process. Focus is on students learning which get reflected through use of self learning courses; ICT based learning material aided by Learning Management System (MOODLE), enrichment courses and methodologies like experiential learning, participative learning and collaborative learning. Students are engaged in higher order thinking through seminar, projects, presentations, industrial visits, project based learning and internships.

The institute has recruited highly qualified and experienced faculties who act as valuable resource for imparting the knowledge to the students of specified programs.

Planning, dissemination, implementation and monitoring of CIE components are carried out as per Academic Calendar. Many reforms are introduced in the internal assessment system and the system is made robust and transparent with clear guidelines which are communicated to concerned from time to time. Institute follows standard procedures for grievances related to examination.

Students are educated on PO, PEO and PSO which are also displayed on institute website. On an average 90% of the students are graduated every year.

Research, Innovations and Extension

Institute is very proactive in establishing platforms for research, innovations and extension activities. As research motivates the learner to explore the world of knowledge with an urge to seek excellence, the research committee of the institute ensures every possible support and guidance for both faculty members and students. The latest equipment, software, library facility, workshops, industrial visits, expert talks create a healthy environment to encourage research at each stage of education. Relevant policies and practices are in place; financial and competent human resource is available. Institute encourages faculty and students to take up in house and collaborative research projects in their domain of expertise. Students are also sensitized to take up community projects.

Institute has adequate doctoral faculties including recognized PhD guides. Over a period of time institute is successful in inculcating research attitude among faculty and students and the outcome of same is evident through rise in number of paper publications in conferences and journals. Also gradually faculties have started to work on sponsored research proposals and projects. Institute provides financial support and other benefits to faculty members and students to get exposure in the research field.

Institute regularly organizes programmes to encourage institute-industry interface through expert talks, industrial visits, sponsored projects, internships and MOU.

Institute believes in sensitizing the students towards social and environmental issues. In pursuit of its services to society and community, institute has set up NSS unit which regularly carry out activities. Students are sensitized towards cleanliness, health and environmental issues and also take active participation in activities with NGO to serve the neighborhood community.

Infrastructure and Learning Resources

Institute fulfills the norms of the salutory bodies in terms of land requirements, instructional, administrative and amenities area. Institute has adequate facilities to carry out teaching learning such as class rooms, drawing hall, laboratories, seminar hall and computing facilities. Facilities for sports and games are also available. To support teaching learning with ICT facilities class rooms are equipped with LCD projectors and sound system etc. Institute building has state of the art architecture and is visually, acoustically, and thermally comfortable. The building is also energy, material and water efficient; has adequate open spaces, long corridors and good air circulation. Housekeeping of institute is outsourced and at most care is taken to keep it clean and maintain hygiene. Institute allocates sufficient funds in annual budget for augmentation and maintenance of the facilities.

Library is the soul of any educational institute and therefore DIEMS has developed good library facility. Library contains text, reference books of National and International authors, handbooks, dictionaries, autobiographies, historical books, project and dissertation reports, e-books and print as well as e journals. Institute has subscribed to e-journal packages such as EBSCO, J-Gate, Delnet and Dr. BAMU remote access (e-Shodh Sindhu). Institute is also a member of National Digital Library (NDL). CD's and DVS's are also available as e resources. Library hosts a separate digital library which is used by students and faculties for accessing various e resources.

Institute has GATE TUTOR software which is used by students and faculties for enriching the delivery of the courses taught. This is also used by students as a preparation tool for GATE examination and campus placements.

Institute has very sound IT infrastructure comprising of computing facilities, server, firewall, supporting network components and dedicated bandwidth of 200 MBPS to cater the needs and requirements of faculty and students.

The infrastructural facilities are maintained and upkeep through in house and contractual vendors. IT infrastructure is maintained by a separately appointed staff and budgetary provision is made for augmentation and maintenance of infrastructural facilities.

Student Support and Progression

Institute puts in all possible efforts for holistic development of students through academic, co-curricular and extracurricular activities. Institute is keen on student performance, alumni engagement and good employment through enriched teaching learning processes. Career guidance, placements and grievance Redressal are in place. Students are supported through value added courses.

Student-centric culture of the institute ensures all possible support for students' overall development. The reward system creates a highly motivated environment for students to perform better in their respective fields. The installment facility in tuition fees, scholarships reduce financial pressure on students as well as parents, which help them to focus on their academic performance. Coaching for competitive exams, training programs on soft skills, employability skills, and career counseling help students in facing the competitive world. The highly motivational environment ensures active participation of students in various state level and national level competitions. As per the demand and the need of the time industry experts are invited to share their wisdom with students. Students develop their hobbies and skills through various clubs developed in the institute. The training and placement department takes all possible efforts in providing employment opportunities to students.

Institute is concerned about student progression to higher studies by providing them guidance through various platforms. DIEMS also supports value based education for inculcating social responsibility among students.

Institute has department wise student associations and student chapters for carrying out various activities. Councils encourage for maximum student participation for different intra/inter collegiate events.

An active alumni association has enabled institute to strengthened relationship with alumni through its regular interactions. Many alumni are engaged in various events through their domain expertise.

Governance, Leadership and Management

The Vision statement of the institute focuses on providing quality education to students and tries to involve all stakeholders for decision making. Well defined policies and procedures in the institute ensure the integrity and effectiveness in the governance and administration.

The institute promotes decentralization and involvement of staff in various academic and administrative activities. Planning is done by keeping in mind institute vision and mission statements and several committees

and bodies are constituted within the institute to monitor day to day activities.

Institute looks after satisfaction of employees through various employee welfare schemes such as casual leaves, medical leaves, support for higher education and financial support for updating the knowledge base of staff. Institute encourages and supports faculty participation in FDP, Workshops, STTP and Conferences.

Being self financed organization, the institute has laid down systems and processes for effective utilization of financial resources. Regular internal and external financial audits helps institute to monitor and utilize available financial resources.

Institute has established Internal Quality Assurance Cell (IQAC) for continuous improvement of quality and achieving academic excellence. IQAC has initiated several quality reforms in past few years to strengthen teaching learning processes, brand building and adopting ICT enabled teaching learning for smooth functioning of academic and administrative processes.

Institutional Values and Best Practices

Institute functions as per the guidelines and norms of statutory bodies for maintaining the transparency.

The institution encompasses various social responsibilities and universal values such as Integrity, Accountability, Punctuality and Humanity with best practices like quality and excellence to achieve its Vision and overall development of students and staff.

The institute takes care and provides facilities to staff and students. Students are sensitized on gender equality through participation of students of both genders in various activities. Courses on Human Values and Professional Ethics in curriculum enable students to have good code of conduct and values.

The institute adopts eco friendly policies to have clean environment in the campus. The waste water of hostel is recycled and used for gardening purpose. Bio gas plant is connected to hostel kitchen. The food waste of institute canteen is used for composting purpose.

Green practices are adopted to reduce pollution. Rain water harvesting pits are made available in the campus to recharge underground water. Institute conducts green audit regularly. Institute discourages the use of single use plastic and promotes paperless office. Adequate facilities are also made available for differently abled.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DEOGIRI INSTITUTE OF ENGINEERING AND MANAGEMENT STUDIES
Address	Deogiri Campus, Railway Station Road
City	AURANGABAD
State	Maharashtra
Pin	431001
Website	www.dietms.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Ulhas Shiurkar	0240-2367567	9011078272	0240-2367577	admin@dietms.org
IQAC / CIQA coordinator	Sachin Borse	0240-2367522	9420929365	0240-2367533	sachinborse@dietms.org

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 of the college	01-01-2009

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Maharashtra	Dr. Babasaheb Ambedkar Marathwada University	View Document
Maharashtra	Dr. Babasaheb Ambedkar Technological University	View Document

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	01-05-2019	12	

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes
If yes, has the College applied for availing the autonomous status?	No

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	Deogiri Campus, Railway Station Road	Urban	8.8	16972

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	XII and Entrance Examination and Diploma	English	180	112
UG	BTech,Civil Engineering	48	XII and Entrance Examination and Diploma	English	120	110
UG	BTech,Computer Science And Engineering	48	XII and Entrance Examination and Diploma	English	120	120
UG	BTech,Electronics And Telecommunication Engineering	48	XII and Entrance Examination and Diploma	English	120	73
PG	Mtech,Mechanical Engineering	24	B. Tech and Entrance Examination	English	24	16
PG	Mtech,Mechanical Engineering	24	B. Tech and Entrance Examination	English	24	18
PG	Mtech,Civil Engineering	24	B. Tech and Entrance Examination	English	24	24

PG	Mtech,Computer Science And Engineering	24	B. Tech and Entrance Examination	English	24	7
PG	Mtech,Electronics And Telecommunication Engineering	24	B. Tech and Entrance Examination	English	24	4
PG	Mtech,Electronics And Telecommunication Engineering	24	B. Tech and Entrance Examination	English	18	8
PG	MBA,Master In Business Administration	24	Bachelors Degree and Entrance Examination	English	180	180

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	17				34				102			
Recruited	3	0	0	3	0	1	0	1	102	0	0	102
Yet to Recruit	14				33				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				2				52			
Recruited	1	0	0	1	2	0	0	2	52	0	0	52
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				40
Recruited	36	4	0	40
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	12	0	0	12
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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	0	0	0	1	0	9	5	0	19
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	0	0	93	47	0	142

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		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	414	2	0	0	416
	Female	176	0	0	0	176
	Others	0	0	0	0	0
PG	Male	173	0	0	0	173
	Female	119	0	0	0	119
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	287	305	227	166
	Female	179	196	159	111
	Others	0	0	0	0
ST	Male	18	27	23	15
	Female	9	6	4	1
	Others	0	0	0	0
OBC	Male	399	414	349	307
	Female	232	267	231	196
	Others	0	0	0	0
General	Male	819	902	868	972
	Female	523	596	587	642
	Others	0	0	0	0
Others	Male	288	315	369	486
	Female	141	169	232	326
	Others	0	0	0	0
Total		2895	3197	3049	3222

3. Extended Profile

3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response: 651

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
12	12	13	13	13

3.2 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2895	3197	3049	3222	3094

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
422	411	441	417	373

File Description	Document
Institutional data in prescribed format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
707	698	720	734	625

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
161	172	178	183	185

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2018-19	2017-18	2016-17	2015-16	2014-15
145	159	162	193	175

File Description	Document
Institutional data in prescribed format	View Document

3.4 Institution

Total number of classrooms and seminar halls

Response: 43

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

2018-19	2017-18	2016-17	2015-16	2014-15
53529305	65744497	62845850	54290665	46858238

Number of computers

Response: 665

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Institution has well-structured Mechanism for planned curriculum delivery and documentation.

Academic Calendar: Institute prepares institute and departmental academic calendar in line with University calendar. Academic calendar is displayed on notice board and website.

Load distribution: Every department before the commencement of semester conducts a meeting for distribution of subject load as per curriculum and subjects are allocated as per the specialization and interest of the teaching faculty.

Time Table: In line with load distribution, department prepares class/laboratory/individual time table. Time table are displayed on the notice board and documented in the department.

Course and Teaching Plan: Faculty prepares course plan, teaching plan before the start of semester. Well-designed staff dairy and course file is available with faculty.

Continuous assessment: Continuous assessment-I & II are well planned by the faculties. Notice is circulated for the compliance of CA-I & CA-II. Notice, attendance sheet and mark sheet are documented. Data of practical evaluation is regularly maintained in well-designed format of Practical Evaluation Sheet.

Industrial Visit & Expert Talk: To correlate Theoretical Knowledge with Actual Practices, Industrial visits and expert Talk are organized. Attendance sheet, Permission letter, Thanks Letter & Photographs are documented.

Syllabus Status: Head of Department takes periodic review of syllabus status and takes corrective steps to follow the Academic Calendar. Syllabus status sheets are well documented in every department.

ICT Tools in Teaching Learning: Institute has well equipped classrooms with LCD Projector, Internet facilities .Faculty members uses various advanced tools in teaching-learning process such as Powerpoint, Videos, Google Classroom, Various MOODLE courses. From the semester II of 2019-20, CSE department has started an initiative in which after the delivery of lecture faculty collects online feedback from students on the topic taught to understand the learning level of students.

Internships & Projects: Students are exposed to Industrial world through Internship & Industry Projects. Internship Diaries are maintained. The Marathwada Association of Small Scale Industries and Agriculture (Massia) has joined hands with Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ) under its project: Innovation Promotion. The aim of the project is to provide opportunities for skill development and to inculcate a researchers attitude among engineering students of the region. Under this

initiative in the last academic year students have worked on 34 projects and in current academic year students are working on 44 projects. Project review sheets and Industry letters are documented.

Attendance Record: Attendance is monitored on a regular basis and maintained. The students who are having less attendance their parents are informed on phone call. Attendance record is maintained in the department.

Value added & Enrichment Courses: Institute promotes students for various certificate courses, Value added courses and Enrichment courses for enhancing skill sets of students. Brochure of Courses, Course content, Attendance sheet and Certificates are documented.

Result Analysis: After Mid semester & End semester result analysis is done and & maintained in Concerned Department. The results are discussed and actions for improvement are taken.

Institute has a Remote center of IIT Bombay, through which various courses are conducted for faculty enrichment.

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

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 38

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
14	8	9	5	2

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document
Any additional information	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 31.85

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
4	11	20	9	12

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 53.61

1.2.1.1 How many new courses are introduced within the last five years

Response: 349

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document
Any additional information	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 12

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Any additional information	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years

Response: 28.99

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

2018-19	2017-18	2016-17	2015-16	2014-15
1150	574	1131	1207	393

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

The institute follows curriculum of the affiliating University. Although cross cutting issues like Gender, Environmental Sustainability, Human Values and Professional Ethics are covered in the curriculum, the Institute also has provision of various activities which contribute to sensitizing students towards cross-cutting issues.

The current curriculum has various courses which address Gender, Environment and Sustainability, Human Values and Professional Ethics related issues. These courses are offered across the various programs are Community services, Soft skills, Professional Ethics, Environmental Engineering, Planning for sustainable development, Human Values and Professional Ethics, Industrial Management, Business English, Basic Human Rights, Entrepreneurship Development, Renewable Energy.

Gender:

DIEMS is a co-educational institute that takes utmost care in motivating and encouraging both boys and girls to participate in various curricular/extracurricular activities.

The institute has an Internal Complaints Committee(ICC) to implement the directives in general and to deal with complaints/cases of sexual harassment. Institute also have Online Grievance Redressal portal where students can launch their complaints. This Cell also organizes the following programs regularly:

- International Women's Day
- Workshops on Self defence
- Seminars on Safety and Security
- Seminars on Health/Nutrition

Environment and Sustainability:

In order to make students aware about the environment and sustainability, the affiliating university curriculum contains courses through which students are made aware. Awareness about environmental issues, urge for conservation of natural resources and sustainable lifestyle/development are inculcated in all our students through the course of environmental studies in their first year. Apart from this the institute try to educate the students to address environment and sustainability through

- Inaugurating every programme in the institute by watering the plant instead of lamp lighting .
- Arranging industrial visit to water treatment plant and places that educates them on environmental issues.
- Nature Club which arranges various activities such as Visit to Bird Sanctuary, Participation in Satyamev Jayate Water Cup, Tree plantation at Water and Land Management Institute (WALMI), institute premises etc.
- Awareness programmes by NSS wing which extensively carry out activities for environmental protection and ecological preservation.
- Vehicle pooling day.
- Prohibition of single use plastic items in the institute premises from current academic year.
- Cycling expedition from Aurangabad to Bhutan for spreading the message “ Cycling for Health and Pollution Free Asia”.
- Use of papers on both sides. The journal pages are used by students for writing on both sides.

Human Values and Professional Ethics:

In order to inculcate the human values, a course on Basic Human Rights is delivered to students of all branches. The courses like Environmental Engineering, Communication Skills, Business Communication and Ethics, Business Ethics, Organisational Behavior, are in the curriculum. The learnings are enhanced through case studies, projects and activities.

In addition to the curriculum, NSS and activities of various clubs add value to the holistic development of students. The Institute also organizes Pre-Placement training activities and mock HR sessions so that students are well-groomed and professional ethics are inculcated. PG Engineering students a course on Intellectual Property Right is part of the curriculum. Seminars and workshops on Ethical Hacking are conducted.

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

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

Response: 65

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 65

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 60.52

1.3.3.1 Number of students undertaking field projects or internships

Response: 1752

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

<p>1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise</p> <p>A.Any 4 of the above</p> <p>B.Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>Response: A.Any 4 of the above</p>	
File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

<p>1.4.2 Feedback processes of the institution may be classified as follows:</p> <p>A. Feedback collected, analysed and action taken and feedback available on website</p> <p>B. Feedback collected, analysed and action has been taken</p> <p>C. Feedback collected and analysed</p> <p>D. Feedback collected</p> <p>Response: A. Feedback collected, analysed and action taken and feedback available on website</p>	
File Description	Document
Any additional information	View Document
URL for feedback report	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.18

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2	7	7	5	7

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 89.08

2.1.2.1 Number of students admitted year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
769	842	714	831	820

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
858	858	918	918	918

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

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 89.92

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

2018-19	2017-18	2016-17	2015-16	2014-15
364	378	390	356	364

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

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

The institution assesses the learning levels of the students which helps the students to improve their performance. After the assessment of the students' learning ability the slow learner is motivated to do better and advanced learners are promoted to excel in the particular course.

After admission, the induction program is conducted for first-year students, and their learning ability is evaluated on the basis of their percentage of Higher Secondary Certificate Examination. The induction program educates the students on importance of communication skill, historical aspects, learning with fun, club culture etc. The learning abilities are also assessed by the course coordinator per semester. The performance of the student may vary for different courses based on student's interest and pace. Method of identification and activities for slow & fast learners for courses are decided by the course coordinator on the basis of need of the respective course.

From past two years the institute has started an initiative "Engineering Exploration", a project based learning approach. After the admission to first year institute conducts a test and on the basis of the results of the same fast learners are identified. These students get an opportunity to work on project based learning approach to design and develop small products.

Following methods are used by the institute for the identification of fast and slow learners:

- Previous University Examination Results

- Unit Test Result
- Technical Test
- Teachers own assessment

The Institute has a provision for mentors for group of students for academic and personal guidance. Faculty mentors review academic progress periodically and counsel students to improve performance and ensure academic growth.

Activities Conducted For slow Learners:

- Based on the performance in internal tests, assignments remedial lectures/ Extra lectures are conducted
- Personal Attention in teaching
- Re-test for improvement
- Question bank
- Guidance for Seminar/Project presentation
- Personal discussions on academics by the Course coordinator
- Discussion with parents about academic progress
- Solving University question papers
- Tutorials

Activities conducted for Advanced Learners:

- Application-oriented assignments & Laboratory tasks are given
- Students are involved in Project based learning activity.
- Institute promotes advanced learners to participate in paper presentation, project competition, Surveys etc.
- Workshop/Seminar on current trends
- Industrial visits and Industry sponsored research projects (GIZ)
- State Government sponsored Inter-University Research Project Competition-Avishkar

- Industrial training
- Promoting the students for various scholarships / internships offered by Industries.
- Books of all subjects are provided to identified advanced learners from the library.

Along with this Both slow and advanced learners are encouraged to use MOOCS platforms like NPTEL, SWAYAM, Coursera, etc. for learning the basic as well as advanced courses.

For first year and second year students tutorial sessions are arranged for difficult subjects. Additionally some of the faculty members conducts extra sessions after or before institute timing.

A group of senior students (Advanced Learners) of Computer Science and Engineering department conducts technical sessions of junior students as per their needs and requirements.

Institute has made special provision of exhaustive soft skills training and exclusive counseling to mould the slow and advanced learners to plan their career and placements.

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

2.2.2 Student - Full time teacher ratio

Response: 17.98

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.31

2.2.3.1 Number of differently abled students on rolls

Response: 9

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any 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 teaching-learning process of the institute is student-centric and academic planning is done accordingly. The institutes emphasis is on enhancing critical thinking and creativity among students by incorporating student-centric methods such as experiential learning, participative learning and problem solving methodologies. The institute provides state of the art seminar halls and class rooms with infrastructure for ICT enabled teaching and learning.

1. Participative learning through regular classes supported with seminars, quiz, debates, brainstorming sessions etc
2. Separate lectures / sessions are arranged for soft skills and technical skill development.
3. Videos and animations for different technical concepts are made available to make lectures more interactive.
4. Assignments on advanced topics in every course are given which make the students to acquire the self-learning capability.
5. Online quiz, group discussions and seminars are conducted for advanced topics in various courses.
6. Institute motivates students to participate in various technical events like BAJA, Hackthons, Smart India Hackathon, Avishkar and DIPEX.
7. In addition for overall development of students, the Institute also conducts cultural and technical activities.
8. Experiential learning is supported by industrial and in-house projects.
9. Problem solving learning is encouraged through assignments and seminars.
10. A separate course is available in the university curriculum for seminar and mini project.
11. Along with conventional teaching-learning process of transferring the knowledge to students, through classroom lectures to provide a platform to students to look at independently, learn through self study and from their peers, guides them to develop effective and lifelong skills following student centric teaching-learning methodologies are used to enhance the learning experience of Student.
12. Presentations given by students under Mentor Mentee Mechanism.

Experiential Learning:

Institute promotes experiential learning among students through following

- Industrial and field visits
- Internships
- Project based learning

Participative Learning:

- Regular Classes
- Workshops/Seminar/Augmentation Courses Conducted at Institute
- Different Technical Events Organized at Institute
- Participation of Students in Different Technical Events

Problem Solving Approach:

The Problem solving methodology helps the student to understand the situation and come out with alternatives. It also helps to develop students' critical thinking. Some of the tools/ methodologies used by the Institute are:

- Assignments
- Tutorial Sessions
- Student Seminars
- Final Year Projects / Industry Sponsored Projects
- Project based learning (Engineering Exploration)
- Continuous assessment tasks

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

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 78.26

2.3.2.1 Number of teachers using ICT

Response: 126

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 17.98

2.3.3.1 Number of mentors

Response: 161

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

The Institute is keen on continuously incorporating innovative and creative teaching-learning methodologies to facilitate effective learning. The traditional chalk & talk method of teaching-learning is now becoming monotonous to the current tech savvy and agile generation. Hence it is need of the hour to bring innovations in the teaching-learning process to make it more attractive to students. Teachers are realizing these changes in the cognition process of students and are innovating various tools and techniques in teaching-learning process to deliver the contents/ knowledge so that students actively participate in it and grasp the ideas quickly. At the Institute, the following innovative and creative teaching-learning processes are in place.

Academic processes:

Academic Preview helps faculty to structure their lesson plan comprehensively. This makes the content delivery more impactful which is confirmed in the Academic Review Process. All Faculty members solve their respective University papers every semester so that they understand the difficulties the students are likely to face while writing the exams. This helps them to better prepare the Students for the exams.

Teaching processes:

- The classrooms are equipped with projectors, sound system and Internet Connectivity. This allows faculty to make use of Audio/Video content and Animations for effective content delivery.
- Lecture notes, presentations, assignments etc. used by the faculty are circulated to students using different social media platforms and MOODLE.
- Charts on Campus and in Labs: The informative charts /models displayed in the Campus and the labs stimulate creativity amongst the students.
- Concept lectures of faculty are available on you tube.
- Use of physical models in classrooms/laboratories for clarity of concepts.
- The online quiz and test tools are used in the active learning process, that includes Google forms.

Learning Processes: Learning through different activities like,

- Industrial visits and expert talks
- Internships/ Industrial Training for students
- Self learning through different NPTEL, SWAYAM and MOOCS courses
- Industry sponsored projects
- Project Based Learning
- Flipped Classroom
- Simulation games are conducted to sensitize students towards solving business problems
- For behavioural oriented subjects/courses, students are made to participate in various management games which inculcate team skills
- Participation in various technical / non technical competitions.
- Regular interaction of alumni and current students

Assessing Student Learning: Learning levels are assessed through,

- Continuous Evaluation through components of Term Work
- Thought Provoking Questions in IA

- Online quizzes
- Open Book Tests
- Final Year Project
- Online Faculty Feedback

All of the above innovations and creativity in teaching learning process lead to improve not only the academic performance of the students but also their communication, human relations, technical and management skills which makes them industry ready. This is endorsed by acquiring ranking in the University merit list, winning medals, enrolling for higher education, final placements after internship and on/off campus placement.

File Description	Document
Any 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: 105.92

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 6.09

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
19	14	10	6	3

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 9.4

2.4.3.1 Total experience of full-time teachers

Response: 1513

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 47.21

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
42	23	8	6	4

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document
Any additional information	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 0

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

Continuous Internal Evaluation (CIE) is well placed in Institute. CIE in teaching Learning Process adheres to Academic Calendar. CIE is mainly focused on CAI, CAII, Practical Evaluation, Projects and Seminars. Before the start of semester Faculty plan in a systematic way for CIE. Following reforms are initiated by the institute in Continuous Internal Evaluation

- Each course teacher designs the question paper for mid semester/ Class test to satisfy the levels specified by bloom's taxonomy.
- The analytical rubrics of mid semester/ class test results are prepared and which are used to identify the learning levels of the students.

• Continuous assessment I and II are designed to increase student interest and participation in teaching learning process. CAI and CAII are designed by faculty members to stimulate critical thinking, creativity and problem solving capability of the students. Some of the activities conducted to evaluate the student performance are quiz, surprise test, open book test, case studies, presentations, group discussion and mini projects.

• In order to assess the student performance in every practical the institute has redesigned a specific practical evaluation sheet meeting affiliating university criteria. Each student is assessed by faculty member based on his/her performance in a particular practical by conducting an oral examination at the end of the practical. This practical evaluation system is transparent and every student signs the sheet at the end of the practical.

• Projects and seminars are indirect tools of assessment wherein the students learning are tested. The institute conducts regular review for assessing the student's performance in projects and seminars. Each student / group of students needs to undergo a minimum of two reviews for project and seminar.

• As per the norms of affiliating university Internship is mandatory for all students of FY and SY. The institute has devised a well structured mechanism to monitor and evaluate the Internship of students. Each mentor keeps track of students undergoing internship by visiting the industry if needed. The institute has

designed an internship diary wherein all the tasks performed by a student during his/her internship are recorded. At the end of the internship the student need to present his experience during the internship using a presentation, on the basis of which the performance of students is evaluated by mentor.

- For the subjects like Numerical Methods and Mathematics- III additional practicals are conducted using tools like Microsoft Excel.

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

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

Institute follows affiliating university guidelines for the internal assessment. Complete transparency is maintained in all forms of internal evaluations. Two internal examinations, namely Class Test I and Class Test II (For Dr. B.A.M. University, Aurangabad) and Mid Semester Examination (For Dr. B.A.T. University, Lonere) in each semester are planned in academic calendar and executed. After assessment, answer sheets are distributed and discussed with students to maintain transparency. Examination results are displayed on notice boards and on college website. Overall performance, attendance, feedback about the student is communicated to parents during parents meet.

Term work (TW) assessment

Various assessment parameters, their evaluation process and criteria are discussed by each course teacher with students on day one of academics. The same are displayed on the notice board of the department.

1. Dr. Babasaheb Ambedkar Technological University

Continuous assessment I and II are conducted as per the guidelines of Dr. B.A.T. University, Lonere. Following methodologies are used for evaluating the performance of the students

- Online Test
- Surprise Test
- Presentations
- Survey/Case Studies
- Mini Projects / Mini Applications

The CA I and CA II are conducted by every course teacher twice in a semester. The performance is communicated to the students and signatures are also taken.

For practical subjects, a separate practical evaluation sheet is maintained by each course teacher which is used to record performance of the students for each practical. After the completion of each practical faculty assesses the performance of the students using pre defined parameters and student signature is taken on evaluation marks.

2. Dr. Babasaheb Ambedkar Marathwada University

For Dr. B.A.M. University there is only head for term work assessment. This term work assessment is carried out using a separate practical evaluation sheet which is used to record performance of the students for each practical. After the completion of each practical faculty assesses the performance of the students using pre defined parameters and student signature is taken on evaluation marks.

Performance of each student for practical sessions is recorded daily in practical evaluation sheet and termwork of a student, which carries weightage in final university result, is evaluated based on performance in practical evaluation sheet.

Project and Seminar

As part of the internal assessment of projects and seminar, a review committee is formed which comprises of all the project guides and Head of the department. The project coordinator is appointed to look after the smooth conduction of project related activities. Students are allotted projects into groups. The project guide monitors the performance of the students regularly. The review committee of the department takes the review seminars/presentation and the suggestion/ correction/ modification, are given to the students. Two/three reviews are taken on project by a committee constituted in the department. The performance of the students in review are recorded against pre defined parameters and the same are used to calculate the marks of the students in termwork.

MOODLE LMS and Google Form is used for internal assessment like quizzes and assignments.

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

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

Response:

- The Institute has adopted a transparent process for the evaluation of students as prescribed by the affiliating University.

- All examination and evaluation related grievances, are routed through Office Superintendent of the institute with consent of the Director.
- If the students have minor doubts/queries about examination, Office Superintendent resolves all queries at the college level itself.

Redressal of Grievance for Internal assessment:

- Class Test / Mid Semester Test is conducted for the internal assessment. After assessment, answer books are shown to the students. Marks of the students are displayed on the notice board to ensure transparency in the evaluation. Student signature is taken on the marks obtained sheet in test.
- Continuous evaluation of Laboratory work is assessed daily. Marks given after evaluation are signed by the students.
- The student can raise the grievances related to internal examination and internal evaluation to the course coordinator, the concerned course coordinator looks into the matter in order to resolve the grievance.
- In the case the grievance redressed by the course coordinator is not accepted by the student, the student may contact the Head of the department and the head of the department redresses the grievance.

Redressal of Grievance for University level assessment:

- There is a provision for revaluation of answer sheets. The students who are not satisfied with the marks obtained in university examination can apply for revaluation and verification of marks obtained.
- The University provides the photocopy of answer books to students on demand after paying requisite fee.
- After receiving the answer book student can apply for revaluation of the answer book if the student feels the need. Xerox copy of answer book is evaluated by concerned course teacher and required guidance is given.
- The application is forwarded to the University.

Grievance(s) related with mark sheet:

- An aggrieved student who has the grievance(s) related with mark sheet shall make an application to the university through the Director of the college. The university redresses all such grievances within a reasonable time.
- The application submitted by the student shall be forwarded to the concerned section (Dy Registrar)

viz. Academic grievance, administrative grievance etc. The university-level committee is responsible to redress the matter.

- If the student is not satisfied with this decision, he/she can submit appeals to the higher authorities (COE) within a stipulated time. University level committee process grievance(s) submitted by the students.

Redressal of Grievance during Examination:

- During the examination, if any student finds uncertainty in question seniors supervisor take the cognizance and convey the same to the Director.
- These grievances are conveyed to the University through Director, which in turn are redressed by them.

Any other discrepancies in the exam procedure:

- If any student has any grievance like a change in name in mark sheet; College sends the letter to the university through Director to resolve the issue. The university looks into the matter and appropriate measures are taken.

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

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

As per affiliating University guidelines, the Institute prepares academic calendar which includes general features like commencement of semester, theory exam dates, practical exam dates, internal exam dates and end of the semester. Considering this, the Institute prepares detailed academic calendar.

- The meeting of the heads of the departments along with IQAC coordinator and Vice Principal academic is conducted to decide the academic planning of the year. Before commencement of the semester, the Institute prepares its own academic calendar in line with the university academic calendar.
- Based on the Institute academic calendar every department prepares the departmental academic calendar, which includes departmental curricular, co-curricular and extracurricular activities.

- The academic calendar is displayed on the notice board and published on the college website in order to communicate it to the students, teachers, staff, and parents well in advance.
- The institute academic calendar consists of the following information related to CIE:
 - Commencement of Semester
 - Class tests / Mid Semester Exam
 - Dates for Continuous Assessment
 - Project related seminar
 - Project Review
 - Display of List of Defaulter students
 - Dates of Practical Examination
 - Dates of Theory Examination
 - End of the Semester
- On the basis of the academic calendar, Test coordinator prepares the detailed schedule of Class Test which includes the Question paper submission, Answer paper assessment for every unit test. Thus Unit Tests are implemented effectively and results are declared as per the schedule.
- The project coordinator is appointed by the department to look after all the project related activities.
- Every department conducts project progress review and seminar presentations as per standard procedure set by each department. This is part of the internal evaluation.
- The teaching plan is prepared by each teacher which adheres to the academic calendar of Institute.
- Attendance of the students is observed daily. Cumulative attendance and defaulter students lists are displayed every month.
- The policies are revised in meeting & flexibility is given to higher authority to make run time changes for the conduction of internal assessment.

The Director, Vice Principal and HOD look after the following activities related to Internal Evaluation:

- Completion of Term work
- Conduction of Theory Examination

- Evaluation of Term work based on continuous evaluation
- Conduction of final Internal Examination.

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

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) are drafted in-line with the vision and mission of the Institute. Workshops and Seminars were arranged by IQAC of the Institute to orient the faculty members on Outcome Based Education, Bloom's Taxonomy, Graduate Attributes and formation of POs, PSOs and COs.

Each program has clearly stated Program Outcomes (POs), Program Specific Outcomes (PSOs) for the program which are achieved through Course Outcomes (COs) and Co-Curricular Activity. Faculty and staff are aware with Vision and Mission of the Institute, POs and PSOs of the program as they are involved in the formation process. POs of the program are in line with Graduate Attributes and the vision and mission of the Institute. COs for each course are finalized by individual Course Coordinator.

The resources (faculty, library, laboratory, etc.) and pedagogy to be adopted for effective course delivery and student learning are determined in consonance with the Course Outcomes to be attained.

The assessment of course outcomes is done by using direct and indirect measurement tools.

POs and PSOs are displayed/conveyed through:

- Institute website.
- Display Boards at Department and other common places.

The Course outcomes for the specific course are communicated and explained by faculty to students at the commencement of the course. It is also uploaded on the College website for information to the viewer.

POs and PSOs and COs are a mandatory part of the course file prepared by the course coordinator.

File Description	Document
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 program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

Institute has developed a mechanism for evaluation of outcomes. Each Program formulates its Program Outcomes and Program Specific Outcomes. The Program Outcomes are finalized considering the Graduate Attributes and blending those appropriately to suit the program. The PSOs are defined in line with the expectations of professional bodies, industry and society. Course Outcomes for each course are defined by individual Course Coordinator. Each course outcome is mapped with the Program outcomes, and program specific outcomes to assess the students' progress continuously. Following the teaching activity; assessment and evaluation for each course are carried out through various means such as Assignments, Tutorials, Unit Tests, University Examination, Extra-curricular activities, etc. Then attainment level for POs and PSOs is calculated.

Attainment of Course Outcome:

- Every teacher prepares teaching plan for theory subject and lab plan for practical subject by adding content in line with course objectives.
- Every teacher does the mapping of COs with units in syllabus in such a way that one course outcome corresponds with one unit for theory subjects and one course outcome corresponds with two or three experiments for practical subjects. In this process if university syllabus does not have sufficient number of outcomes then the teacher has to design the additional outcomes.
- Correlation of COs with PSOs and POs in terms of High, Medium and Low is represented with the help of correlation matrices.
- Every teacher judiciously decides the target of attainment.
- Individual teacher uses assessment/evaluation as an indicator for attainment of COs. The different evaluation measuring tools/methods such as class test, continuous assessment, practical evaluation sheet are used as per the need of the course.

Attainment of Program Outcome and Program Specific Outcome:

- Knowledge related POs are attained by the students through the teaching learning process. They are assessed through direct assessment tools viz., internally developed class test, online exam, continuous evaluation during practical sessions.

- Data collected using these tools are analyzed by faculty member for attainment of POs and PSOs through attainment score of COs.
- Skills related POs like team work, communication, use of modern tools attained by the students are assessed through direct tools like laboratory assignments, practical oral examinations, projects, seminars & technical presentations, co-curricular and extracurricular activities. Since attainment of skills cannot be quantified directly, rubrics are developed with appropriate performance criteria by teacher for attainment of such POs.
- Soft skills and life-long learning skills are not being attained satisfactorily through present curriculum. T&P Cell of the Institute organizes professional training for students through value added program to help them in improving their soft skills such as verbal and nonverbal communication, resume writing, interview techniques.
- At the department level, students are encouraged to participate in various extra and co-curricular activities, different student clubs as well as departmental student associations.
- The attitude related POs are assessed through participation of the student in societal activities as well as ethical practices followed.
- PSOs are attained by indirect assessment tools like Course End Survey.

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

2.6.3 Average pass percentage of Students

Response: 81.99

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

Response: 633

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

Response: 772

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 19.5

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
4.24	11.51	0.7	0.48	2.57

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

3.1.2 Percentage of teachers recognised as research guides at present

Response: 3.73

3.1.2.1 Number of teachers recognised as research guides

Response: 6

File Description	Document
Any additional information	View Document

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 1.12

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 36

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 161

File Description	Document
Supporting document from Funding Agency	View Document
Any additional information	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

To create and transfer of knowledge and impart necessary practical skills, and to facilitate improvisation, innovation, and invention the Institution has created an ecosystem. The objective is to provide a conducive atmosphere to develop technological ideas into the product(s). As a part of this initiative, Institution has built a partnership with ecosystem players by having a close association with industries and entrepreneurs. To achieve objectives following activities are being carried out in the Institute.

- Lectures/workshops on IPR and patent laws
- Entrepreneurship Awareness Camp
- Project-based activities are promoted in the campus
- Students are encouraged to work on live projects offered by nearby industries
- Internship opportunities
- Participation of students in various events organized by GIZ-MASSIA, CII etc.

Institute has received a status of business incubator by ministry of MSME, Government of India from academic year 2019-20.

From academic year 2018-19 institute has started two initiatives namely “Engineering Exploration” and “Partnership with GIZ- MASSIA”.

Engineering Exploration

“Engineering Exploration” is one of the unique outcomes of innovative education ecosystem of DIEMS. This is a team-taught course that focuses on problem solving, Engineering Design, Multi-disciplinary

skills, Ethics and Data Acquisition & Analysis. This course is co-designed and co-taught by faculty members drawn from multiple engineering disciplines & it follows PBL pedagogy. This course serves as a platform for peer learning and push students in Multi-disciplinary design thinking in first year itself.

Under this course, in academic year 2018-19 total 40 Products/Prototypes are done by 160 students which are displayed in the form of project exhibition “Shodh- 2019” . Twelve need statements covering broad themes of utility saving, smart appliances, smart agriculture, industrial needs etc. are used by students to carve out problem definitions. Project implementation is done by students using Arduino, NodeMCU, Raspberry-Pi, GSM Module, GPS Module, Bluetooth, Wi-Fi platform.

In current academic year 200 students are working 34 ideas and 40 products, covering 34 need statements will be exhibited.

GIZ- MASSIA Industry Academia Projects

Under this initiative industry problems are given to a group of students and they are expected to come out with a solution for the same. Each group of students are allocated a guide from institute and a mentor from industry. The group of students along with guide stay in touch with industry mentor through personal meetings, telephone and email to discuss about the problem.

Under this initiative in 2018-19 students have worked on 34 projects and in academic year 2019-20 students are working on 44 projects.

Other Initiatives :

The institute consistently provides motivation, support and platform for students to showcase their skills and knowledge in various competitive technical events through

- Participation in SHODH,SUPRA, BAJA, GoKart,Hackathon, Avishkar, etc.
- Financial, Academic, Infrastructural support
- Availability of resources like library, internet, laboratory, workshop etc.
- Professional counselling

Equally, institute encourage faculty members to participate in FDP/STTP organized in-house as well as in other organizations. Faculty members are also encouraged to work on funded research projects and apply for patents. Currently faculties are working on 3 funded research projects and have filed 3 patents.

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

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years**Response:** 69**3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
27	11	17	7	7

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

3.3 Research Publications and Awards**3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research****Response:** Yes

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

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards**Response:** Yes**3.3.3 Number of Ph.D.s awarded per teacher during the last five years****Response:** 0.83**3.3.3.1 How many Ph.Ds awarded within last five years****Response:** 5**3.3.3.2 Number of teachers recognized as guides during the last five years****Response:** 6

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 0.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
16	7	4	3	5

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

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

Response: 0.77

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

2018-19	2017-18	2016-17	2015-16	2014-15
29	53	27	21	6

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

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

In line with institutes vision and mission, the institute is very insightful to the impact of various extension activities on its students, employees, as well as on the regional community and on the environment. The institute believes in giving back what it has gained from the communities in which we live, work and play. The institute considers the impact of all extension activities on the local community and hence the various social and technical activities, events and programmes are very much reflects our commitment to operate in a techno-social responsible manner. We aim to pursue our goals as one, keeping agreement with planet and society. The institute facilitates the student in various social and technical activities. Institute has conducted various social and technical activities for sensitising and motivating the students to social issues and their holistic development so far.

National Social Service Committee play a pivotal role in sensitizing the students. The institute introduces various activities to the student's during the induction program and ensures their participation throughout the academic year. Involvement in such service-learning activities helps students to become mature and socially responsible. Institute organizes and participates in activities like:

- Blood Donation Camp
- Tree plantation and awareness creation
- Cleanliness drive and awareness creation
- Computer literacy program in schools
- Donations in the form of needy items to Old Age Home, Orphanage, Schools etc.
- Surveys for Municipal Corporation
- Cleanup drive of historical monuments
- Health Check Up Camp
- Birth Anniversary Celebration Indian Legends
- Cycling Expedition for Social Awareness
- Donation for Orphanages

Students actively participate in various holistic competitions like Drawing, Elocution, Debate, Essay writing, Add-Mad Competition, Extempore, etc. These lead to emotional, intellectual, social, and interpersonal development of students. Students have the opportunity to improve their leadership quality, interpersonal skills, self-confidence by organizing Socio-Technical events, Institute motivates students to participate in the Youth Festival, Avishkar, and Young Inspiratory Network (YIN) activities. It provides a

platform for networking and collaborates with youths which exposed students to stand up for their rights and seek their personal and social development.

Due to the above mentioned activities students are able to:

- Acquire Leadership qualities and develop a democratic attitude.
- Gain skills in mobilizing community participation.
- Develop competence required for group-living and sharing of responsibilities.
- Handle emergencies better and learn to think on their feet.
- Are more empathetic to their fellow humans by developing a sense of civic and social responsibility.
- Practice national integration and social harmony.

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

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 43

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

2018-19	2017-18	2016-17	2015-16	2014-15
21	6	6	5	5

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

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 73

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

2018-19	2017-18	2016-17	2015-16	2014-15
21	12	22	14	4

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

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 49.67

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1499	2406	2002	1245	526

File Description	Document
Report 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

3.5 Collaboration

<p>3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years</p> <p>Response: 1415</p>														
<p>3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1000</td> <td>123</td> <td>135</td> <td>109</td> <td>48</td> </tr> </tbody> </table>					2018-19	2017-18	2016-17	2015-16	2014-15	1000	123	135	109	48
2018-19	2017-18	2016-17	2015-16	2014-15										
1000	123	135	109	48										
<p>File Description</p>		<p>Document</p>												
<p>Number of Collaborative activities for research, faculty etc</p>		<p>View Document</p>												
<p>Copies of collaboration</p>		<p>View Document</p>												
<p>Any additional information</p>		<p>View Document</p>												

<p>3.5.2 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)</p> <p>Response: 35</p>														
<p>3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>3</td> <td>14</td> <td>6</td> <td>8</td> </tr> </tbody> </table>					2018-19	2017-18	2016-17	2015-16	2014-15	4	3	14	6	8
2018-19	2017-18	2016-17	2015-16	2014-15										
4	3	14	6	8										

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 universities etc during the last five years	View Document
Any additional information	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

Provision of adequate infrastructural facilities for teaching and learning has always been a priority area for the Institute. The Institute abides by the norms provided by AICTE and affiliating university to provide and enhance the infrastructure required to facilitate effective teaching and learning. The Institute has a total land area of 8.02 Acres of land which is constructed with robust structures for various academic purposes.

With a foresight of additional intake, addition of new courses and change in the syllabus, the Institute forwards the requirement like building space, laboratory equipment, books and journals for the library, IT resources, etc. to the management. The management reviews the requirements and approves if appropriate and then facilities are created/procured by the standard procedure.

The Institute has planned and constructed the infrastructure which facilitates the curricular and cocurricular activities. All the departments are fully equipped with the necessary infrastructure to meet the ever increasing requirements which adequate class rooms, seminar halls, tutorial rooms, laboratories, and sufficient space for hosting all academic activities as shown below.

Classrooms: Each classroom is of adequate size and has enough lighting, air ventilation and good ambience. The Institution has a sufficient number of well-furnished, well ventilated, spacious classrooms for conducting theory classes. Class rooms are equipped with overhead LCD projectors to facilitate the teachers to adopt varied teaching methods. Each department has 2 classrooms which are equipped with audio and speaker facilities.

Laboratories/Workshops: Institution has well equipped laboratories, Central Computing Facility and central workshop for different departments. The Institute has Laboratories with state of the art infrastructure with required equipment and machinery for the students to carry out Practical courses, projects and research work. All laboratories are operational, and well maintained not only for carrying out curriculum oriented lab practical but also to carry out out of box experimentation and research activities.

Seminar Hall: The Institute has state of the art seminar halls equipped with audio video systems and LCD projectors. Four seminar halls are developed to cater different requirements with a seating capacity of 225, 125, 100 and 80 respectively. These halls are regularly used for conducting different curricular, co curricular and extra curricular activities.

Computing Facilities: Institute has sufficient computing facilities with total 861 computers for staff and students. All computers are equipped with high speed internet of 200 Mbps speed. Cyberoam CR200iNG-XP Hardware firewall, HP DL 380 Xenon octa core rack server and McAfee endpoint security antivirus software.

ERP software is being utilized for efficient management of all processes at the Institution. Accounts Section, Establishment Section and Student Section and all departments utilize ERP software facilities.

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

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

Response:

The importance of extracurricular activities on Institute campus is well established. The Institute encourages and facilitates the students to participate in various activities to ensure the development of skills like leadership, team spirit and holistic development. A physical coordinator along with a team of faculty members looks after the extracurricular activities of the institute.

The college have following Outdoor and Indoor sports and Cultural facilities.

Indoor Sports: Table Tennis, Chess, Carrom

Outdoor Sports: Cricket, Badminton, Volleyball, Basketball, Football, Kabaddi

Cultural Activities: Each year institute conducts Annual Social Gathering named "Quasars". Various cultural events like singing, dancing, and drama etc are conducted during Annual Social Gathering.

Along with this institute has functional clubs like trekking club, runner club, cycling club, music club, film club, photography club, debate club, Arts and Culture Club, rider club, nature club etc which conducts several activities round the year for students.

Each year institute celebrates yoga day.

File Description	Document
Any additional information	View Document
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

Response: 72.09

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 31

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
any additional information	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 17.38

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
15165000	3500000	8700000	18500000	2500000

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document
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 library is the heart of all academic activities of the Institute. Students are motivated to make the best use of library facilities for their development. The Library is using a software developed by parent trust having version 2.5. This software is an integrated, multi-user, software which can be used to manage different functions of the library such as accessioning, cataloging of books, circulation of books, circulation of book banks.

The software is used to generate various reports such as accessioning reports, members reports, and circulation reports. Accessioning reports give details of accession register, withdrawn register, date wise purchase, books not marked for circulation. The Circulation report provides details of the issue/returned book list, highest running book, highest running member, book transaction history and book bank issued list. The book circulation is done on students bar-coded identity card and barcode on books. Laser printer

and laser barcode scanner devices are available to make books issue-return process easy and accurate. The software is used to generate barcodes of books, spine labels of books, and members' borrow card.

Following are the facilities available in the institute library

- The library contains more than 35,000 books out of which more than 2,000 reference books are available.
- The library has state of the art reading room with a capacity of 250 students.
- The institute has subscribed 102 National and International hardcopy journals.
- The institute has subscribed for more than 11,000 e-journals and facilities such as Science Direct, JGATE, DELNET, EBSCO and National Digital Library are available.
- The library also houses a separate digital library through which web resources can be accessed.

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

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

The college library is enriched with various rare books such as databooks, handbooks, manuals, conference proceedings, rare books, and other knowledge resources to benefit students and faculty for their knowledge enhancement, research and exploring new things apart from the textbooks.

The institute's library and all faculty are members of the National Digital Library of India, which contains so many collections of rare books, manuscripts, and various reports. The link of the National Digital Library is displayed in the college library as well as on the college website.

The Rare Book Society of India (RBSI) is providing a virtual space for rare book collectors and history buffs to read, discuss, rediscover and download lost books. RBSI showcases rare Indian books, prints, and art, that have been digitized, with the purpose of bringing these lost words to life. Through this open virtual platform, members of RBSI can create a digital collection of rare and valuable books by downloading the digitized books that are made available in the library and intranet. The link of the Rare Book Society of India is also shared on the college website to access the rare collection.

Antique Indian Books and Manuscripts Online is an online resource of Indian Rare Manuscripts (200 to 350 Years old), Antique Books (which are most rare & unavailable), Historical, Ancient Documents &

Inscriptions. The Division of Rare Manuscripts provides access of rare collection to students, scholars, and researchers to read without any charges. The link of the same is shared on college website to access manuscripts.

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

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 17.15

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
14.98	22.15	14.47	18.26	15.87

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 12.43

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 380

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

IT infrastructure is an essential pillar of the institute to support academic and administrative services. To cater to the volume and speed of services updating the IT infrastructure is unavoidable.

- Institute makes provision in the financial budget every year for adding recent computers and software to support updating of IT infrastructure.
- Currently, the institute is having 871 computers and laptops with it. The computers are well networked to provide intranet and internet facility.
- The computer network is supported with “HP DL380” server having Octa-Core Xeon multi-threaded processor with 64 GB of RAM which provides in house computing services, robust open-

source Linux based CentOS7 operating System.

- All the classrooms are equipped with projectors systems to enable projection of presentations, videos etc. All the IT infrastructure is provided with software support that is updated from time to time.
- System software is updated from Linux-Ubuntu, Windows to open source Ubuntu 16, Windows 10.
- Latest Tally ERP 6 software used for accounting is updated regularly.
- ERP software developed by parent trust is used to facilitate administrative functions of the institute and which is regularly updated.
- The institute has rack mounted external hardware firewall form world's leading firewall manufacturing company Cyberoam with model cyberoam 200 ING, which provides network monitoring, internet load balancing, malware and virus detection, anti-spamming, and user based protection. Also it is configured with standard internet security policies.
- The Electronic CCTV Surveillance System has been installed in the campus for identification of malicious activities provides security to students, faculty, and staff.
- The computational facilities are provided with internet connectivity of 200 MBPS. One dedicated leased line of 100 MBPS from BSNL and another backup line of 100 MBPS is available.
- Required softwares are also procured and are updated regularly.
- Learning Management System (LMS)-Moodle is available, which helps the institute to manage effective teaching learning processes.
- 3-Layer Switching (Core, Distributed and Access) network is available for the entire campus. Core layer switches in the buildings have been connected with the Optical Fiber ring Network. This core switching is further extended to Distributed Switching for departments where 100/1000 Mbps (Gigabit Switches) are installed.
- The Institute has separate centralized maintenance system in order to support the IT infrastructure, campus facilities and equipment.

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

4.3.2 Student - Computer ratio

Response: 4.35	
File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)	
>=50 MBPS	
35-50 MBPS	
20-35 MBPS	
5-20 MBPS	
Response: >=50 MBPS	
File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)	
Response: Yes	
File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years				
Response: 38.78				
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)				
2018-19	2017-18	2016-17	2015-16	2014-15
24329908	28062799	19634860	21530920	16326856

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document
Any additional information	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 institute has established systems and procedures for maintaining the physical, academic and support facilities. Housekeeping and Maintenance section is divided into various subsections such as Housekeeping, Electrical Maintenance, IT Maintenance (IT Cell), Building Maintenance etc.

A maintenance request is submitted to the Director and the same is forwarded to the maintenance in charge. The in-charge register the request and forward the same to respective maintenance personnel and coordinates the material requirement if any with stores. The maintenance in-charge takes the follow up on the status of the maintenance work from the respective section until the completion of the work.

Maintenance and utilization of physical, academic and support facilities is done as follows

Laboratory: Institute has well equipped laboratories to meet the requirements of the syllabus of the affiliating university. The lab in charge looks after the smooth functioning of the equipment. If the equipment is nonfunctional or not working properly, the same is intimated to the concerned HOD. The HOD then in consultation with the Lab incharge and Lab assistant looks into the maintenance of the equipment at the institute level. If the equipment is non repairable at institute level then with permission of the Director, external vendors or suppliers are called for maintenance of the equipment. The cleanliness in the laboratories is maintained with the help of support staff.

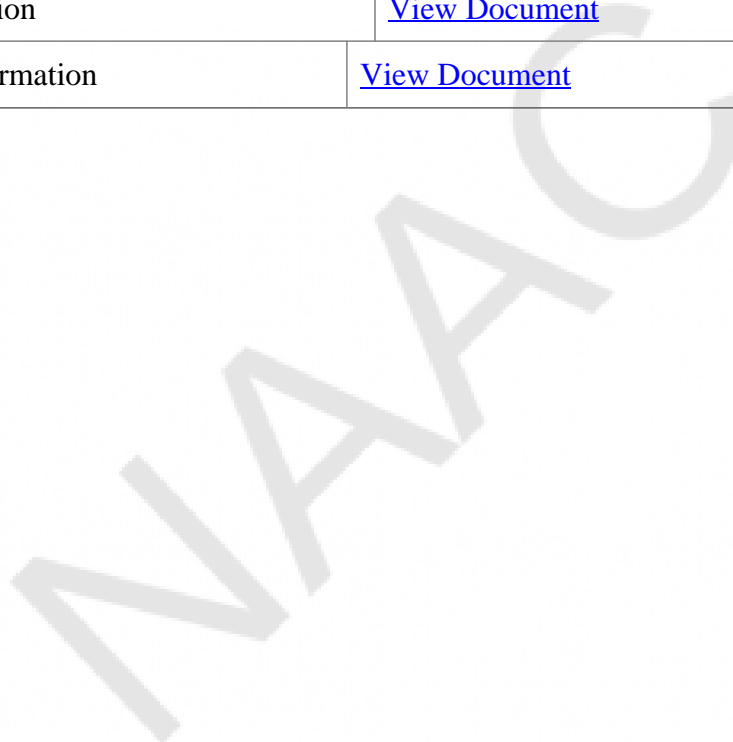
Library: The Library is enriched with Books (Text and Reference), Periodicals, Journals, Handbooks, e resources and daily news papers. All library records are well placed and maintained. Each HOD submits requirement of new books to be procured well in advance before the commencement of the semester as per the need of the syllabus. The faculty members are also free to suggest the books which are not mentioned in the syllabus. After getting the requirement from all departments the librarian calls quotations and after negotiations order is placed. Two books per student per week are issued and additional two books can be issued by students through book bank facility. The digital library facility is used by students for accessing eresources. During regular academics the library is open from 9.30 AM to 6.00 PM and during the examination period the same is kept open for 24 hours.

Sports: Indoor and Outdoor sport facilities are available in the Institute. The institute shares open ground facility provided by parent trust within the same premises. The Students utilize sport facilities regularly and during annual social gathering. The institute has appointed separate sports in charge who looks after the sports activities of the students.

Computers: For maintaining the computer infrastructure the institute has appointed Network Engineer and support staff. They look after the day to day problems of computers and networks and external vendors are called for major problems. The computer infrastructure is upgraded time to time after receiving the requirement from departments.

Academic and Support Facilities: The academic facilities like Classrooms, Seminar Hall, Drawing Hall, Central Workshop etc are maintained regularly through concerned support staff.

File Description	Document
Any additional information	View Document
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 the last five years

Response: 72.58

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2247	2246	2293	2290	2127

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Any additional information	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 85.84

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2388	2727	2695	2795	2669

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more 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 student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 81.15

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

2018-19	2017-18	2016-17	2015-16	2014-15
2819	3143	2418	2605	1544

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 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 0

5.1.5.1 Number of students attending VET year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description**Document**

Details of the students benefited by VET

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** Yes**File Description****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](#)

Any additional information

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 35.46

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

2018-19	2017-18	2016-17	2015-16	2014-15
440	257	225	176	144

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

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

Response: 7.78

5.2.2.1 Number of outgoing students progressing to higher education

Response: 55

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: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 74.01

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

2018-19	2017-18	2016-17	2015-16	2014-15
15	11	7	3	1

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
19	13	11	7	1

File Description	Document
Upload supporting data for the same	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 for outstanding performance in sports/cultural activities at national / international level (award for a team event should be counted as one) during the last five years.

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document

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

Response:

The Students' Council is established at the institute under the Maharashtra University Act upto academic year 2015-16. For the last 4 years because of the state government guidelines student council is not formed at the institute. Along with the students' council at the institute level, every department at the institute has the students' association such as:

- Mechanical Engineering Student Association (MESA)
- Student Association of Electronics Engineers (SAEE)
- Civil Engineering Students Association (CESA)

- Association of Computer Science and Engineering (ACE)
- Association of Management Students (AMS)

Office bearers of department level student associations are President, Vice President, Joint Secretary, Cultural Secretary, Sports Secretary, Treasurer and Ladies representative. Faculty members help and coordinate student association activities. Students associations represent the students of the institute and takes active initiative for arranging various activities for the students. All departmental activities of the students and annual festivals like Teachers Day, Engineers Day, and Blood Donation etc are coordinated by these associations along with faculty members. These associations play an important role for nurturing leadership quality and sense of responsibility among students. The institute gives significant representation to students in various administrative and academic bodies/committees of the Institution. Apart from this all annual social gathering activities are successfully managed and executed by students. The students get opportunity to coordinate various events in the institute such as Faculty Development Program, Conference, Workshops, and Campus Drives etc. The student works as representative in the following committees of the institution

1. Anti Ragging Committee
2. Hostel Committee
3. Anti Ragging Squad

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

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 14.6

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
9	18	14	20	12

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	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 non financial means during the last five years

Response:

The institution has registered alumni association named MSP Mandal's Deogiri Institute of Engineering and Management Studies Alumni association under Charity commissioner Aurangabad with registration no F0027083 (ARN). The Objectives of the Association are as under:

- (a) To safeguard and promote the interest of the present and former students of the institute
- (b) To establish libraries, conference halls, short stay homes, hostels etc. for convenience of students
- (c) To foster/promote research, IPR (Intellectual Property Rights (Patents Publications etc.) activities in Engineering and Management, to organize seminars, discussions and other related activities
- (d) To establish formal and informal centres for skill development, teaching, professional, technical and research education to boys, girls, handicapped persons
- (e) To establish auditoriums and training centres for publicity of research, exhibitions, gatherings etc.
- (f) To promote the growth of the Association
- (g) To promote and support engineering reforms (h) To manage and invest the funds of the Association in a proper and lawful manner
- (i) To do all such acts and take such steps as might be necessary for the well being of Members of Association and for the fulfillment of these objectives.

The association has 7 managing committee members and is structured as

- President
- Vice President
- Secretary

- Joint Secretary
- Treasurer
- Members (2)

The alumni association meeting is conducted by the association regularly and the Institute conducts the alumni meet annually. Alumni meet provides a good opportunity to the faculty, staff, and students, for interaction with the alumni working in various sectors and at a different level. The alumni are invited for the conducting Expert talks, Seminars, workshops on different areas of their expertise.

Our alumni have proposed donation in terms of money, study material, machinery and required services for the renovation, repair, reorientation and landscaping requirements required for infrastructural development of the Institute. Alumni of the institute regularly visits for sharing their professional experience with the students of the institute.

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

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: 1 Lakh - 3 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 11

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5	2	2	1	1

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document
Report of the event	View Document

MAAC

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 Institute established in the year 2009, a self-financed Engineering and Management Institute, managed by Marathwada Shikshan Prasarak Mandal (MSPM) for imparting quality technical education. MSPM established in the year 1964 is a Public Charitable Trust registered under the Societies Registration Act. MSPM ardently strives to create a community of educators who are committed towards the development of students and it ensures quality education. Total 7 institutes under the roof of parent trust are awarded with 'A' grade by NAAC and 4 institutes are recognized by state government as College with potential for excellence. The institute is affiliated to Dr. Babasaheb Ambedkar Technological University, Lonere for Engineering courses and Dr. Babasaheb Ambedkar Marathwada University, Aurangabad for Management courses.

Vision Statement

Nation building by creating opportunities for rural and urban students through excellence in education and research in the field of Engineering and Management

Mission Statement

- To develop the students for best academic and industrial practices by implementing innovative teaching learning methodologies, promoting all round development by giving exposure to a series of activities
- To prepare the students to face global challenges by equipping them with requisite technical expertise and developing entrepreneurship skills among them.
- To promote research attitude among faculty and students.

Objectives

- To achieve excellence in academic.
- To ensure overall development of students by supporting them through Co-Curricular and Extracurricular skills.
- To build industry- institute interaction.
- To support for placement and entrepreneurship development.
- To encourage research and development activities.

The established policies, roles and responsibilities of stakeholders, SOP's for various processes and activities in the Institute ensure the integrity and effectiveness of the governance and administration. The Institute believes in shared leadership and participative decision-making wherein stakeholders of the institute participates and contributes for effective realization of the vision and mission. This reflects the decentralization of its operations and delegation of the necessary authorities and responsibilities.

To ensure the quality and imbibe excellence and overall development, IQAC has developed the perspective plan aligning with vision and mission of the Institute. It is the time-bound objective set for academic, administrative, research and development activities. The entire process is based on participative approach wherein the faculty members and other stakeholders are involved in the development of plans and its execution. Various committees and Clubs under the leadership of senior faculty members are constituted to ensure the value addition which lead to the holistic development of the students. Further, we consider the social responsibility to be imbibed in our students and this we do it through community service and various club activities.

Faculty members actively participate in academic activities of the University for Revision in the syllabus, setting examination papers, Assessment of answer books, moderation of answer books, and external examiner for Viva-voce etc. which helps in achievement of the mission of the institute.

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

6.1.2 The institution practices decentralization and participative management

Response:

The Institution has a culture of decentralized governance system with well-defined inter-relationships. Institute delegates adequate and systematized authority to the departments to work towards decentralized governance system. There are various committees involving faculty which are constituted to manage different institutional activities. Committees are formed for the various curricular/co-curricular/extracurricular activities to be conducted during the academic year. The departments are encouraged to arrange various activities with the support of Management for the benefit of Students and Faculty.

To facilitate smooth, fast and easy working Institute has adopted the following practices.

The institute has created a post of Vice Principal for assisting and sharing the workload of Director. All the academic activities are coordinated through Vice Principal. The Vice Principal is also acting as a bridge between HOD and Director for timely actions on various issues. The Vice Principal looks after all academic affairs of the institute like Academic Calendar, Work Load, Time Table, Conduction of Classes etc.

Further, to encourage decentralization and participative management, the institute has constituted various committees at departmental level and institute level. This practice has enabled participation of all staff members in coordination of different activities and enabled HOD for smooth functioning and problem solving at departmental level. In each institute level committee one representative of each department is involved so that the activity can be streamlined. This enabled the authorities for conduction and review of different activities through better participation and involvement.

Faculties are also empowered to decide academic/administrative/co-curricular/extra-curricular activities which have strengthened administrative skills with professional responsibility and accountability.

Case Study: SHODH (Engineering Exploration)

The first year Engineering course – “Engineering Exploration” is one of the unique outcomes of innovative education ecosystem of DIEMS. This is a team-taught course that focuses on problem solving, Engineering Design, Multi-disciplinary skills, Ethics and Data Acquisition & Analysis. This course is co-designed and co-taught by faculty members drawn from multiple engineering disciplines & it follows PBL pedagogy. Students work in teams to solve identified problems. This course serves as a platform for peer learning and push students in Multi-disciplinary design thinking in first year itself.

To encourage research and development in the field of engineering and Management is always the priority of our institute, and for promoting the same we have organized Shodh 2019, wherein 35 ideas and 60 Projects were given the platform to exhibit their innovation. Following is the details of committees who were delegated with the exhibition work

1. Invitation Letter and Brochure Preparation Committee
2. Guest Invitation Committee
3. Stall Arrangement Committee
4. Report, Media and Photographs Committee
5. Feedback Committee

These committees have carried out their allocated work through participative management and is the reason for the grand success of the event. Because of decentralization of work, each committee member is empowered with a sense of responsibility and decision making took place in participative manner.

Case Study: NPTEL Local Chapter

Due to space limitation it is not possible to describe the details here. However documentary evidences of the same are attached in addirional information.

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

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The Institute has a strategic plan for development where the goals and action plans are stated and are aligned with the Institutes Vision and Mission. The plans are developed by a group of people involving Management, Director, HOD and senior faculty members of the institute in consultation with IQAC. The strategic plan was developed for the year 2017-22 by keeping in mind the needs of the students, changing industry scenario, competitive market etc. The strategic plan is also available on the institute website.

Example activity implemented successfully on the basis of Strategic Plan: Strengthening Industry and Community Partnerships

Under this strategic initiative the institute has defined following strategic initiatives

Initiative 1: Strengthen industry partnerships in an effort to increase industry-supported applied research and collaborative laboratories.

Initiative 2: Strengthen industry partnerships through expert talks, industrial visits etc.

Initiative 3: To engage the students for maximum industry projects, internships.

Initiative 4: Develop a formal DIEMS alumni relations program.

The activities carried out for achieving are listed below

Strategy	Strategic Initiative	Activities Conducted
Strengthening Industry and Community Partnerships	Initiative 1: Strengthen industry partnerships in an effort to increase industry-supported applied research and collaborative laboratories.	To strengthen partnership with industry the institute has started working in association with GIZ-MASSIA for solving problems faced by the industry. A group of students are allotted an industry along with a guide and mentor from industry. The students work for solving the real problems of the industry in consultation with guide and mentor. In academic year 2017-18 students carried out 14 projects, 34 projects in

	2018-19 and in current academic year students are working on 46 projects.
Initiative 2: Strengthen industry partnerships through expert talks, industrial visits etc.	Institute is keen for increasing domain expertise of students. It is the tradition of the institute to invite experts from industry to interact with students on recent trends and technologies. To support theoretical knowledge with practical applications institute regularly organize industrial visits. These two initiatives have helped students to gain practical knowledge. Till date around 810 experts talks and 636 industrial visits are arranged by different departments.
Initiative 3: To engage the students for maximum industry projects, internships.	From the beginning the institute permit students to work on industrial projects and internships. From academic year 2017-18, the institute is affiliated to Dr. Babasaheb Ambedkar Technological University, Lonere and as per the curriculum of University internship is compulsory to the students. Till date total industry sponsored projects were completed and students successfully completed internship.
Initiative 4: Develop a formal DIEMS alumni relations program.	The institute was started in the year 2009 and total 7 batches have passed out. Being new institute the alumni of the institute are yet to achieve senior positions in their respective organizations and thus can not help institute financially. But institute keeps regular interaction with alumni through phone, email and social media. To increase interaction with alumni institute arrange regular alumni meets. Also alumni are called for

	expert talk or to interact with students on current industrial practices.
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File Description	Document
Any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Deogiri Institute of Engineering and Management Studies, Aurangabad has a well-established organization structure under the guidance of Marathwada Shikshan Prasarak Mandal (Parent Organization), for the smooth functioning of the administrative and academic process. . For the smooth functioning of all the institute the trust has adopted decentralized approach, the trust regulates the overall functioning of the institute by forming Local Governing Council (LGC) at institute level who monitors day to day functioning of the institute and coordinate with top management and take necessary decision as and when required. The Local Governing Council (Now named as College Development Committee) is of 15 members constituting Chairman and Secretary of the trust, 3 local members nominated by management, 5 invited members nominated by management, 3 representatives from teaching faculty, 1 representative of non teaching staff and Head of the Institute as Member Secretary.

The Director of the institute is head of Administrative and academic activities and monitors the overall functioning and has powers for academic, administrative, finance and institute's growth. Further Head of Department (HOD) is authorized for the success of the programme in the department and report to Vice Principal. Each department has year coordinator and class teacher, non-teaching staff to coordinate the academic and administrative activities respectively. For support function our institute has office superintendent, Account officer, Library, Training & placement, security etc. has designated in-charge who report to Director.

Service rules: Service rules as enforced by Government, affiliating University and All India Council for Technical Education are followed.

Recruitment and Promotions: Recruitment and promotion policies and rules have been defined by statutory bodies and decisions are taken following these.

Grievance Redressal Mechanism: The institute is very much keen about addressing the grievances of its stakeholder's. For the same purpose, the institute has a grievance Redressal cell to respond to the grievance arising in the institute. Following are the committees constituted for prohibiting/addressing various types of grievances.

- Grievance Redressal Committee
- Internal Complaints Committee (Vishakha Samiti)
- SC/ST Cell
- Online Grievance Redressal Portal

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

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The institute follows governance through decentralization. The Director is the overall controller for the activities in the institute. Implementation of policies as directed by Local Governing Council is the major role of Principal. Each department is headed by 'Head of the Department' and is responsible for the department's administration and academic activities. Head of the department is supported by faculty and staff within the department.

Various functional committees are constituted comprising faculty and staff and are headed by Committee head. These functional committees discuss related issues in committee meetings, based on the suggestions of the committee Director and Vice Principal in consultation with HOD take necessary actions. Similarly, statutory committees are constituted and function to fulfill statutory requirements. Need-based meetings are conducted by the committee in-charge. The minutes of the meeting are recorded and submitted to the Director for further considerations and actions. Decisions involving financial and policy matters are put forward for approval of the Management of the institute.

Every faculty member is involved in the functioning of the institute as being a member of the functioning committee. Following case studies indicate functioning of the organization through participative and decentralized management of the institute.

Case Study:

NPTEL study center committee was constituted in the academic year 2016-17 to increase self learning approach among students and to increase the knowledge base of faculty members. This committee in its meeting discussed following

1. In order to improve the participation of students in NPTEL courses faculty should also enroll for the respective courses.
2. Each faculty member should counsel the students for enrolling the course faculty is handling.

These recommendations were forwarded to Director and accordingly in HOD meeting Director discussed about the same for further implementation. The implementation details of this activity are as below

Sr. No	Academic Year	Number of Faculty Enrolled for Different Courses	Number of Students Enrolled for Different Courses
1	2017-18 Semester I	70	187
2	2017-18 Semester II	46	54
3	2018-19 Semester I	120	226
4	2018-19 Semester II	143	1040
5	2019-20 Semester I	253	1337

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

6.3 Faculty Empowerment Strategies

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

Response:

Deogiri Institute of Engineering and Management Studies undoubtedly considers that the teaching and nonteaching staff play a key role in the growth of the institute and therefore providing welfare facilities and services at the workplace becomes vital to provide continuous improvements in work environment. These welfare measures include enriched physical and mental health to the employees and thus promote a vigorous and encouraging work atmosphere. It would also stimulate the employee's productivity and commitment to the institute. Indeed, a motivated employee will respond by contributing to the best of his / her capabilities.

A list of welfare facilities and services provided to the teaching and non-teaching staff at the institute is provided below. These facilities and services are availed by them based on their eligibility and requirements at the appropriate time as per the prevailing norms of the Institute.

Welfare Schemes/ Facilities for Teaching Staff	Welfare Schemes/ Facilities for non Teaching Staff
<p>The institute has a positive approach for the Welfare of the Faculties.</p> <ul style="list-style-type: none"> • The institute provides funds to Faculty members in case of a medical problem. • Institute gives maternity/ paternity leave to female faculty members. • 25 percent fee waiver for wards of the members belonging to any school or college run by the Trust for taking professional education. • Advance against salary to faculty members. • Provision for provident fund and gratuity • Study leave for pursuing higher studies and industrial training. • The institute has formed an informal group of faculty members which contribute a certain amount of money monthly. From the amount collected, faculty members can avail loan without any interest. 	<p>The Non teaching staff is taken care of by availing various facilities</p> <ul style="list-style-type: none"> • The institute provides funds to Nonteaching members in case of a medical problem. • Institute gives maternity leave to female staff members. • Institute gives uniforms to class IV employees. • 25 percent fee waiver for wards of the NonTeaching members belonging to any school or college run by the Trust for taking professional education. • Advance against salary to staff members. • Provision for provident fund and Gratuity • The institute has formed an informal group of staff members which contribute a certain amount of money monthly. From the amount collected, faculty members can avail loan without any interest. • Free Health Check is provided in Institute.

<ul style="list-style-type: none"> • Free Health Check is provided in Institute. • Child care facility is availed to Ladies Faculty by Institute. • Festival advance 	<ul style="list-style-type: none"> • Festival advance
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File Description	Document
Any additional information	View Document
Link for 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: 16.75

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

2018-19	2017-18	2016-17	2015-16	2014-15
39	50	30	11	14

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document
Any additional information	View Document

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

Response: 8.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
12	5	13	8	4

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 53.19

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
115	92	102	86	68

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Quality teaching is indispensable for improving student outcomes and achievements. Institute has well designed performance appraisal system. It is implemented with the help of Performance Appraisal Form which evaluates overall performance of the employees. Performance is self assessed and duly filled in PAF by Faculty and Staff at the end of every year. PAFs are then evaluated by respective HODs /Section heads and Director. PAF system inspires Faculty which boosts professional knowledge and growth. Therefore it is made mandatory for every Faculty and Staff to submit the performance appraisal every year. The performance appraisal system evaluates staff on following parameters:

I. Teaching, learning and evaluation related performance (number of theory, practical and tutorial hours conducted against the load given)

II. Co-curricular, extension and professional development related activities (Extension/co-curricular, Professional Development Activities and Contribution to the Management of Activities)

III: Research, publications and academic contributions

IV. Official conduct (target based works, punctuality and obedience)

Performance Appraisal System for Staff is monitored on the parameters observed .The integrity and their character are also reviewed. The length of service under reviewing authority is noted. The system is transparent and the appraisal with comments of the Head of the Department is then analyzed by the Director. After the evaluation every concerned staff is either appreciated or directed for further improvements. Based on the reviews, the report is submitted to the Management for further actions.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Institute regularly conducts internal and external financial audit. It has separate Accounts Department to ensure maintenance of annual accounts and audit. The work of internal audit has been entrusted to Marathwada Shikshan Prasarak Mandal's internal audit department. It mainly audits receipts and payments, salary, income and expenditure, gratuity, purchases etc. Further it also audit entries of Tally and Marathwada Shikshan Prasarak Mandal's ERP software (self developed). All the observation and objection of internal auditors are communicated through their report. The objection received is examined by Director and Head of Accounts Department and accordingly rectification and compliance report is generated and submitted to the MSPM's internal audit department. External/Statutory audit is conducted by Chartered Accountant (CA) S.M.Sherkar Co. covering all financial and accounting activities of the institute like all receipts from fees, interest earned, and payment to staff, vendors, contractors, students, and other service providers. External auditors also audit store records, Library records, employee attendance records, tax calculation etc. It takes one to two weeks for the audit to complete and submit the report on observation and objection to the institute. The purchase of goods amounting more than 1.0 Lakhs is done through tendering process.

File Description	Document
Any additional information	View 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) (INR in Lakhs)

Response: 1499000

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

2018-19	2017-18	2016-17	2015-16	2014-15
82000	422000	970000	25000	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

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

Response:

The college has a well formulated financial policy which ensures effective and optimal utilization of finances for academic, administrative and development purpose which help ultimately in realizing the institute's vision and mission. Institute has made the necessary provision in the books of account towards efficient use of the available fund for each academic year. As per the guidelines of the management and Principal, Variance report of sanctioned budget and actual expenditure are regularly maintained. The Institute has a well defined procedure to monitor effective and efficient utilization of available financial resources for infrastructure development and academic processes. Every year, the budget is prepared well in advance after taking into consideration the requirement of every Department. Each Department prepares the budget based on the requirement such as equipment, computer as well as consumable required for next academic session. Principal puts up the budget in Governing Body meeting and after discussion and necessary corrections/modifications; Governing Body recommends the budget for approval. The budget is reviewed by the management and approved after necessary changes. As and when required, the institute makes a provision for advance additional funds. The Principal and the Head of Departments discuss the requirement and decide the priorities while allocating financial resources for various purposes; and also ensure optimum use of available financial resources. The Governing body studies the annual expenditure,

scrutinizes the budget and provides feedback for efficient use of financial resources. The Institute has standardized procedure for sanctioning of funds for various activities and also for settlement of advance and passing of bills for payment.

File Description	Document
Any additional information	View 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

Response:

Institute has constituted IQAC in November 2016 and since then it is acting as a central agency for coordinating quality related activities including adoption and dissemination of best practices. It has created learner-centric environment conducive for quality education and also constituted processes for effective delivery of academic practices. IQAC coordinator along with Director, Head of departments and other stakeholders discuss various activities leading to improvement of quality of education of the institute. The initiatives suggested by IQAC are effectively operationalized by respective departments.

Following are the two best practices that IQAC has institutionalized for improvement of quality initiatives

1. Effective use of E- Learning Mechanism:

Objective: To inculcate self learning approach among students through the use of various MOOCS and E learning platforms

Context: With the advancement in technology and better internet connectivity, it is possible for students to participate in various online courses offered by MOOCS and different E learning platforms. The use of these platforms allows students as well as faculties to gain knowledge of respective subjects from domain experts and that too irrespective of location and time.

Practice: Students and faculties are encouraged to enroll for various courses offered by NPTEL, SWAYAM, EDURICA, COURSERA etc. Each faculty teaching a particular course also encourages students to enroll for the course and also to appear for the examination. Institute also has a remote center of IIT Mumbai, through which various online courses are conducted in the institute premises for faculties. Additionally institute has hosted faculty development programs organized by National Institute of Technical Teachers Training and Research (NITTR).

Outcome: This practice has enabled the institute to inculcate self learning approach among students and has helped faculties to update their course expertise. In the past two years significant increase in

participation of students and faculties is observed.

2. Effective use of Continuous Assessment Methods :

Objective: To enhance critical thinking, problem solving approach and learning capability of student's continuous assessment methods are chosen so as to address the need of the industry.

Context: To enhance the methods suggested by affiliating University, the institute has taken initiative for implementing Continuous Assessment methods to satisfy diverse learning needs of the students. Also the interest of students is addressed because of a variety of assessment methods.

Practice: Each course teacher before the commencement of the semester identifies the methods that will be used for continuous assessment of students. All course teachers along with year coordinator and HOD discuss on identified methods and finalize continuous assessment methods for a particular class. The same process is repeated for each class. The finalized methods are then discussed in HOD meeting with Director and after his suggestions the methods are communicated to students. While deciding the methods for continuous assessment care is taken so as to address various assessment mechanisms such as Quiz, Survey, Online Test, Case Study, Open Book Test, Surprise Test, model building, presentations and small/mini projects.

Outcome: The outcome of this activity is increased student engagement in class/laboratories and increased participation in academic activities.

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

Response:

IQAC is the central body within the institute to continuously review the teaching-learning processes of all the programs. The academic calendar of the institute is prepared in line with the Academic calendar of University. Based on this, each Department prepares its Time Table followed by an Individual Time table of the faculty. Then considering syllabus of the Course and individual's timetable, each faculty prepares his / her Course File as per the format provided. Course File is checked periodically by HOD. Feedback based on checking is given to the faculty. Also, the Academic Monitoring and Academic Audit are done.

Following are the two examples of review of teaching learning processes

1. Academic Monitoring:

The institute has a well established mechanism to monitor the academic activities. The planning of

academics begins with preparation of Academic Calendar which is in line with the Academic Calendar of the University. Before faculty members proceeds for vacation each HOD collects subject choice from each faculty and after discussion with faculty member's subjects are allocated to faculty members. Accordingly based on Academic Calendar and subject teacher prepares lesson plan and list of laboratory experiments.

On the basis of academic calendar each department review following periodically

1. Syllabus status of theory/practical.
2. Daily attendance monitoring.
3. Monthly defaulter list.
4. Regular Project Review.
5. Regular monitoring of practical evaluation sheet.
6. Make up turn for missed practical's.
7. Feedback from students.
8. Results of mid semester/ Class test
9. Performance in Continuous Assessment

2. Academic Audit:

In order to comply with the set procedures recommended by IQAC each department conducts internal Academic Audit. The audit is carried out so as to ensure the quality of teaching learning is maintained and also to address deficiencies if any. The audit is conducted by departmental IQAC coordinator along with faculties deputed by concerned HOD.

Along with internal Academic Audit, institute also conducts external Academic Audit through industry persons and senior academicians. The external auditors review all the documents maintained by the department. The suggestions and observations given by external audit team are noted carefully and are taken care of in the next academic year.

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

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 5

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
9	9	7	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
- 2.Academic Administrative Audit (AAA) and initiation of follow up action**
- 3.Participation in NIRF**
- 4.ISO Certification**
- 5.NBA or any other quality audit**

A. Any 4 of the above**B. Any 3 of the above****C. Any 2 of the above****D. Any 1 of the above****Response: A. Any 4 of the above**

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document
Annual reports of institution	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

Institute is taking continuous and wide efforts to improve the quality of education. IQAC provide guidelines for various activities and processes. It monitors the process and measures the performance against guidelines through joint efforts of Director, HOD and IQAC members.

Some of the initiatives of IQAC contributing to incremental improvements are

1. The institute has initiated the process of formation of PO, PEO, PSO and CO as per OBE framework.
2. Conduction of Value Added Courses is increased.
3. Initiative is taken to suggest changes in the existing curriculum of the affiliating university so as to make students more employable.
4. Continuous Assessment mechanism is made more innovative by asking students to give more emphasis on project based learning.
5. A new initiative called “Engineering Exploration” is started from First Year Engineering to give exposure on Project based Learning.
6. Faculty and students are motivated to work more closely with industries through GIZ MASSIA initiative and participation in various project competitions.
7. Research culture is stimulated among faculty and students by organizing research activities.
8. Self learning approach among faculty and students is stimulated through the use of MOOCS and other e-learning platforms.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 38

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
9	9	8	8	4

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	View Document

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

Institute shows gender sensitivity in providing facilities such as

1. Safety and Security: Institute takes at most care in providing safety and security to all students. Since the institute is located centrally, transportation is not an issue to students. The girl's hostel is located in the campus only and boy's hostel is just 500 meters from the institute. Institute has taken the following measures to cater for the safety and security of the students.

1. Sufficient number of security guards is available in the campus.
2. Campus is under 24 by 7 surveillance with the help of 118 CCTV Cameras installed at various locations.
3. I card and uniform is compulsory in institute campus for students as well as faculties.

4. Bus facility for Industrial Visit, Study Tour etc.
5. First aid box in every department, Workshop, Library etc.
6. Sufficient fire extinguishers are placed at appropriate locations.
7. Fire fighting system is also installed in the institute campus.

2. Counseling: Institute runs a unique mentor mentee scheme wherein each faculty member is assigned a group of students as a mentor. Faculty member counsel the students on their academic as well as personal problems. Institute has formed student counseling committee which addresses the issues of the students from time to time. Also Director, HOD and senior faculty members resolve student issues from time to time. Institute has constituted committees such as Internal Complaints Committee, Anti Ragging Committee, Anti Ragging Squad and Hostel committee which look after student grievances as and when needed. From current academic year institute has appointed Ms. Mona Shah as student counsellor.

3. Common Room: Institute has separate girls and boys common rooms with adequate facilities. Separate washrooms are also available for Men and Women.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0.5

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 285.83

7.1.3.2 Total annual power requirement (in KWH)

Response: 57607

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs**Response:** 97.96

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 22.397

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 22.864

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

Institute practices waste management including solid waste management, liquid waste management and e-waste management.

A. Solid Waste Management: Institute practice solid waste management through following initiatives

1. Appropriate numbers of dust beans are placed at various places in institute for collection of solid waste.
2. The food waste from boys hostel mess is used for generation of biogas.
3. The food waste from the canteen is used to generate compost with the help of vermin culture.
4. Old newspapers, used papers and journal files, workshop scrap etc. are given for recycling to external agencies.
5. From current academic year the use of single use plastic is banned in the institute campus.

B. Liquid Waste Management: Institute practice liquid waste management through following initiatives

1. Waste water outlets of washrooms are connected to municipal corporation drainage line.
2. Waste water from girls hostel is recycled using recycling plant and the same is used for gardening purpose.
3. No hazardous liquid waste is generated from the laboratories of the institute.

4. Rain water harvesting is available in the institute in order to recollect the rain water and the same is used to recharge the bore wells.

C. E- Waste Management: Institute practice E- waste management through following initiatives

1. E- Waste management is done by collecting all e-waste at a central place in the institute and the same is sent to E- waste recycler for recycling purpose.
2. Periodically institute write off old computers, printers, keyboards, mouse etc. and are disposed with the help of vendors.

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

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Institute has rainwater harvesting system in place to collect the rainwater. Due to extensive urbanization, water is increasingly becoming a scarce natural resource in metropolitan cities. The catchment area is the roof of the institute building. Rooftop rainwater collected on the terrace of the institute building is collected through adequate pipe system from different parts of the terrace. All the rain water thus collected is diverted to common channel and conveyed for recharge the borewell available in the institute campus. This helps to recharge the bore well dug in the campus as well as the groundwater. This has resulted in an increase in the ground water table of the surrounding premises.

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

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

The institute creates awareness among the students, staff, and faculty, about the environment conservation responsibilities with the help of following efforts

1. Use of Bicycles, Public Transport, Pedestrian friendly roads

The institute is located in the heart of Aurangabad city and therefore most of the students prefer to travel using public transport. Institute is having good hostel facility in the campus and many outstation students are taking benefit of this facility. Also many outstation students who could not avail hostel facility due to availability of rooms prefer to stay nearby using private rooms. The roads in the campus are wide and pedestrian friendly. Institute also observe vehicle pooling day in a month for creating awareness among students and faculties for environment consciousness.

2. Plastic free Campus:

To avoid use of single use plastic items such as grocery bags, food packaging, bottles, straws, containers, cups and cutlery preferences are given to use non-plastic items in the institute campus like institute canteen, store, office, etc.

3. Paperless Office:

Institute is using ERP software designed by parent trust for maintaining the record of students, book issue etc with the use of admission module, library module etc. Additionally all departments use Google Drive to maintain all records including attendance, defaulter, academic planning, teaching and learning etc. Most of the communication among faculty members and students and inter/intra department communication also takes place using electronic form.

4. Green Landscaping with trees and plants:

A lush green, playground admeasuring 12000Sqm. is available for sports facilities. Tree plantation is done in the campus by the students and staff on various occasions. Instead of enlightening the lamp, the institute has a tradition to inaugurate the function by watering the plant. Trees planted in Mud Pot are placed in Institute Premises. Institute conducts Green Audit regularly.

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

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 9.23

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
6431317	6777862	4468346	4744161	3745216

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 23

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2	7	5	5	4

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)**Response: 43**

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
8	15	5	10	5

File Description	Document
Report of the event	View Document
Any additional information	View Document

7.1.12**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff****Response: Yes**

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 30

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
4	8	8	5	5

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

The institute organizes various National Festivals and birth / death anniversaries of the great Indian personalities every year as mentioned below:

1. Republic Day and Independence Day –

Every year the institute celebrates Independence Day and Republic Day with great enthusiasm and all teaching as well as non-teaching staff members and students are invited for the function. Flag hoisting is done at the hands of freedom fighter or office bearers of parent trust followed by patriotic songs, speeches by Chief Guest and voluntary student members.

2. Marathwada Mukti Sangram Din –

Institute celebrates Marathwada Mukti Sangram Din every year on 17 September as liberation day from the state of Nizam of Hyderabad.

3. Maharashtra Din-

1 May is celebrated by institute as Maharashtra Din, for commemorating the formation of the state of Maharashtra from the division of the Bombay State on 1 May 1960.

4. Teachers Day:

Teachers day is celebrated on 5th September every year in the memory of birth anniversary of Dr Sarvepalli Radhakrishnan, a great teacher and a strong believer of education. Students organize this event and interact with their faculty members (Gurus) in an informal way by conducting a few games/competitions, singing songs with teachers and giving small gifts as a token of appreciation to the teachers.

5. Engineers Day -

Engineers Day is celebrated on 15th September every year in honour of Bharat Ratna Sir M. Visvesvaraya, an eminent Engineer.

For inspiration to our students, birth and death anniversaries of following national legends are celebrated in the institute.

1. Shivaji Maharaj Jayanti
2. Mahatma Gandhi Jayanti
3. Mahatma Jyotirao Phule Jayanti
4. Savitribai Phule Jayanti
5. Dr. Babasaheb Ambedkar Jayanti
6. Netaji Subhash Chandra Bose Jayanti
7. Rashtramata Jijabai Jayanti
8. Swami Vivekanand Jayanti
9. Sant Sevalal Maharaj Jayanti
10. Lal Bahadur Shastri Jayanti

File Description	Document
Any additional information	View Document

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

The functional transparency is inherited from operational process parent organization Marathwada Shikshan Prasarak Mandal. Every process is fully transparent and the process is completed through different committees at the institute level.

The Institute follows the centralized admission process (CAP) of the Directorate of Technical Education (DTE), Government of Maharashtra. This ensures complete transparency in the admission process in the following steps:

1. Admission notification is hosted by Commissioner CET Cell, Government of Maharashtra on their website.
2. Institute constitutes the admission cell to provide information about the admission process to parents and candidates.
3. The admission process for 80 % of intake is governed and managed by the centralized admission process (CAP), Government of Maharashtra, through an online mechanism.
4. Students can fill up both the choice of the stream and the college by on-line counseling process followed by online registration.
5. 20% Institute quota seats are filled at the Institute level as per the admission rules of Commissioner CET Cell purely on merit basis in a transparent manner.
6. From last four academic years the institute level quota is also surrendered to CET cell and all admissions takes place through centralised admission process of state government.

The institute maintains administrative transparency in following ways:

1. The Director and the Management encourage transparency in decision making and implementation.
2. Different committees are constituted, consisting of faculty, staff and students contribute in the decision making and implementation of different plans in a transparent manner.
3. IQAC suggest policies in different areas including administrative, academic etc.
4. There is a mechanism for grievance redressal; the grievances are addressed in a transparent manner.

The institute maintains Finance transparency as below:

1. Financial activities of the institute are fully transparent. The purchase and utilization of funds are processed through the proper committee and supporting functional committees.
2. Every financial transaction is recorded in the register of accounts and audited by internal auditors regularly. Finally, all accounts are audited by an external agency and the registers of accounts are available to stakeholders on demand.

The institute maintains transparency in the academic processes through:

1. The academic calendar is prepared based on the university academic calendar and displayed on the institute website. Based on the academic calendar of the institute every department prepares its departmental academic calendar. The calendar includes the schedule of the different academic activities.
2. The continuous evaluation process and evaluation scheme is displayed on the notice board for the students before the commencement of every semester. Student signature are taken on continuous evaluation marks.
3. Class Tests/ Mid Semester tests are conducted and the results are displayed on the notice board and are also communicated to the parents. The answer books of the tests are shown to the students for their grievances if any and on final mark list signature of the students are also taken.
4. The performance of the students is communicated to the parents every semester through the parents meet.

File Description	Document
Any additional information	View Document

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Best Practice I

Title of the Practice: Mentor Mentee Scheme

Objective of the Practice

1. One to one counseling of students through faculty-student interaction at individual level.
2. To motivate the students for participation in various curricular, co curricular and extracurricular activities.
3. To identify the talent of the students in various areas such as sports, cultural, technical, etc.
4. To counsel students regarding their academic as well as personal problems.
5. To enable the students to identify their strengths and weaknesses.
6. To inculcate the values of good citizenship among students.

The Context:

The mission of the institute is to provide educational platform for students of rural and urban background. Naturally there exist a diversity among admitted students in terms of academic, financial and cultural background. To prepare these bunch of diverse students it is important to bring them on a common platform, wherein they can share their views and ideas and problems if any. In order to achieve excellence, it is important to groom the students for curricular, co-curricular and extracurricular activities.

In this context, mentor mentee mechanism is a platform where each faculty member is assigned a group of

students as mentor and it is the responsibility of the mentor to provide all support to the students satisfying his academic and other needs. This mentoring program would add the quality of self-reliant and judicious use of leisure time apart from daily academic routine. Students are enabled to learn the real practical facts of industrial life under the roof of educational institute.

The Practice

In this mechanism,

1. Every faculty member is assigned a group of 15 to 20 students.
2. Mentors conduct regular meetings with the respective mentees to understand their academic and personal problems and guide them accordingly.
3. The mentor motivates the mentees for participation in various co-curricular and extra-curricular activities.
4. In annual social gathering mentor has freedom to nominate a student or group of students for different events depending upon the skills of the mentees.
5. Many of the messages / notices are conveyed to the students through this mechanism.
6. Mentor motivate students to give presentation on at least one technical and one non technical topic.

Evidence of Success

The evidence of the success of this mechanism can be evaluated from the points mentioned below.

1. Increase in the results of the students.
2. Increase in the overall participation of students in different activities and events.
3. Improvement in the presentation skills and critical thinking ability of the students.
4. Increase in participation of the students in various Technical competitions like Avishkar, Hackthon, SAE-BAJA, Go Kart, Mitsubishi, GIZ MASSIA etc.

Problems Encountered

During the implementation of this mechanism institute encountered following problems

1. **Non participation of some of the students.**
2. **Because of different socio economic background of students mentor face challenge to motivate and counsel them using the same methodology.**

Resources Required

1. No additional resources are required to carry out this activity other than institute infrastructure.

Best Practice II

Title of the Practice: Inspire Series

Objective of the Practice

1. To inspire the students through real life experiences of eminent personalities.
2. To make aware the students about real life challenges and ways to overcome the same.

The Context

In today's competitive world it is required to build confidence and attitude among students. These things can be inculcated among students through face to face interaction with real life heroes in different walks of life. The success stories are helpful for motivation and inspiration of the students. By interacting with great personalities students get answer to many questions directly and indirectly. By keeping this ideology in mind institute has started unique lecture series named "Inspire"

The Practice

In this practice every department is suppose to conduct at least 3 talks per semester under "Inspire" series. The names of the persons to call for this series are finalized in consultation with the Director, HOD, faculty and students. The institute tries to invite speakers such as social entrepreneurs, academicians and entrepreneurs for this series who have built their career in adverse situations and the experiences shared by these speakers highly inspire the students. Once the speaker is identified due follow up is taken by department coordinator for finalizing the date and time of talk, an official invitation letter is sent to the speaker, students are made aware about the talk by concerned coordinator so that students can ask questions to the speaker if any. It is the tradition of the institute to present a hand drawn portrait of the speaker as a token of love from institute side.

Evidence of Success

The evidence of the success of this talk series can be evaluated from the points mentioned below.

1. Good connect with society and industry.
2. Improvement in the attitude and approach of the students.
3. Development of problem solving capability of students.

Problems Encountered

During the implementation of this mechanism institute encountered following problems

1. Because of the busy schedule of the speakers some talks are postponed or cancelled.

Resources Required

1. No additional resources are required to carry out this activity other than institute infrastructure.

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

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Deogiri Institute of Engineering and Management Studies' Vision clearly state about Nation building by creating opportunities for rural and urban students through excellence in education and research in the field of Engineering and Management and hence is committed for developing the students for best academic and industrial practices by implementing teaching learning methodology, promoting all round development by series of activities which also prepares the students to face the global challenges. In a very short span of time DIEMS developed a distinctive position in the crowded scenario of Engineering and Management education in the region. This resulted the performance of the institute in various area Viz. academics, sports, culture and discipline etc.

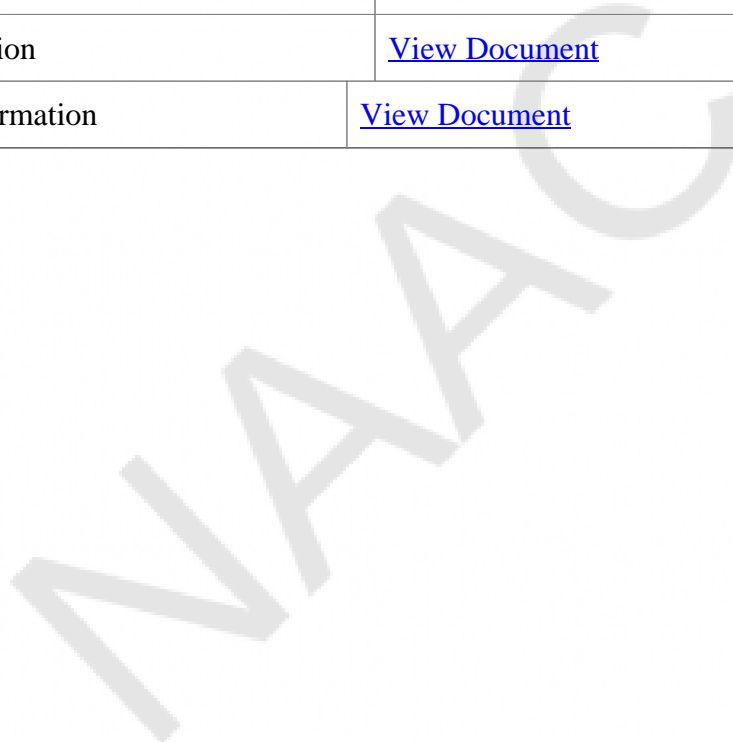
We strongly believe that following are the skill set required in this competitive world for a student

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with others
6. Emotional Intelligence
7. Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive flexibility

To inculcate this we have introduced an additional subject "Engineering Exploration" which is a team taught course that focuses on problem solving, engineering design, multidisciplinary skill etc. by forming interdisciplinary groups with 72 hours training and then identifying the need statement which is followed by a survey. The need statement is then converted into problem statement which is resulted into a product.

This process resulted in development of above mentioned skills. The students start thinking little bit off bit or out of box. They understand the concept of Engineering, trying for solving the problems and we are sure that as the students will be participating in “Engineering Explorations” throughout their academic career they will be passing out with an experience of working on live projects and in the final year they will have marketable product or service as their final year project. They may become Entrepreneur. We are providing them mentors and may be the need statement up to second year and from third year onwards they have to find out the need statement and mentor also. Hence we feel very proud of running such activity which makes DIEMS distinctive.

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



5. CONCLUSION

Additional Information :

The Institute has adequate infrastructure, supporting academic facilities, state of the art laboratories with well qualified and experienced faculty members with good retention ratio. The Institute gives highest priority to teaching- learning process. Emphasis is given on extra and co-curricular activities for holistic development of students. The attempts to deliver the best quality in Teaching Learning and overall development of our students, Faculty and Staff members are achieved through following initiatives:

1. Strong academic discipline with emphasis on innovative teaching learning practices.
2. Collaboration with nearby industrial houses for enhancing technical expertise of students through Sponsored projects, Industrial Visits, Internships, Expert talks.
3. Various student clubs for holistic development of students.
4. Round the year conduction and participation in extension activities for inculcation of social, ethical and moral values.
5. MOU with reputed industries for training of students, project activities and technical activities.
6. Good ecosystem for research and innovative activities.
7. Support to students and faculty for variety of activities for technical development.

As a result of the our efforts institute is awarded with "A" grade by Dr. Babasaheb Ambed Marathwada University, Aurangabad in Academic and Administrative Audit.

Concluding Remarks :

Every single initiative here at DIEMS is taken keeping our students' best interests in mind.

We are committed to continuously grow academically by enhancing professional skills of learners. Our faculty, supported by an able administration, play a major role in the overall development of the learners and the Institute. Armed with passion and vigour, we constantly keep creating new avenues and opportunities for our learners beyond those prescribed in the curriculum of the affiliating University. Over the years, with the relentless support of all our stakeholders, we have taken various initiatives to address the diverse needs of the learners, thus enabling them to tackle bigger challenges and utilise their learning towards betterment of the society.