SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

DHANEKULA INSTITUTE OF ENGINEERING AND TECHNOLOGY

DHANEKULA INSTITUTE OF ENGINEERING AND TECHNOLOGY, GANGURU,
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dhanekula Institute of Engineering & Technology was established in 2009. It is sponsored by the Dhanekula Venkata Subbaiah Charitable Trust and is located in a rural area predominantly inhabited by underprivileged sections of society. Over 15 years, the college has achieved significant success and recognition. One of the notable strengths of the college is its visionary management. The management team is known for its strategic planning, adequate documentation, record-keeping practices, and implementation of e-management systems. The Institution also adopts innovative teaching practices aligned with global trends, emphasizing quality and access in the curriculum and teaching methodologies. The college alumni have made valuable contributions in various fields of Engineering and Technology globally. The institute is permanently affiliated to JNTUK Kakinada University. Four of our branches—CSE, ECE, EEE, ME have been accredited by the NBA. It has also received ISO 9001-2015 certification from KVQA Certification Services PVT. LTD, which further demonstrates its commitment to quality education. The Dronix pvt ltd Israel established an R&D laboratory in our institution in May 2023**.**The Dhanekula Institute of Engineering and Technology established a Technology Business Incubator for the development of IOT products in Agricultural Applications; the Funding institute is MSME, Government of India, with a funding worth of 37.5 Lakhs. The faculty has published nine patents for the academic year 2023, and the Institution has various consultancy projects.

The Dhanekula Institute of Engineering and Technology has good road, rail, and air connectivity. It is a co-educational institution that attracts students from various states. In Academic Year 2023-2024, the college has 2574 students and a faculty of 142 members dedicated to fulfilling the needs and aspirations of society. Dhanekula College of Engineering & Technology offers multiple programs, i.e. eight undergraduate and two postgraduate levels. The college campus spans over 10.29 acres and features a multi-storey building. It hosts 100% smart classrooms, well-qualified and experienced faculty members, state-of-the-art laboratories, an e-resource-equipped library, conference halls, seminar halls, participative management practices, and a decentralized power structure. Overall, Dhanekula College of Engineering & Technology has emerged as a reputable institution, providing quality education and shaping the careers of its students in Engineering and technology.

Vision

 "Pioneering Professional Education through Quality"

Mission

1. Quality Education through state-of-the-art infrastructure, laboratories and committed staff.
2. Moulding Students as proficient, competent, and socially responsible engineering personnel with ingenious intellect.
3. Involving faculty members and students in research and development works for the betterment of society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Excellent infrastructure, and the institution is surrounded by lush green fields.
2. Qualified and dedicated faculty members with good teamwork.
3. Progressive and Committed Management.
4. Clear Vision, Mission, Goals and Objectives.
5. Every year, around 85- 90 % of admissions are filled despite good competition from surrounding and age-old institutions.
6. Four UG Programs (CSE, ECE, ME, EEE) are accredited by NBA
7. More than 40 MOUs with Industry and Institute of National Importance for curriculum enrichment, FDPS and Students Training Program
8. Separate hostels for boys and girls.
9. Transport facility to nearby towns and villages.
10. Proactive Internal Quality Assurance Cell (IQAC) to ensure quality in the Teaching-learning process.
11. Effective mentoring and monitoring for the students.
12. Excellent placement opportunities for students as the number of companies recruiting is increasing yearly.
13. Constituted various clubs and CSI, ISTE, ICI, IE, ISHAE, IETE, and IFERP chapters to facilitate co-curricular and extension/outreach activities
14. In-house newsletters and magazines are published regularly
15. Facilities available for various indoor and outdoor games and sports
16. Financial support to participate in national and international level events.
17. APSSDC –CM's Centre of Excellence for Software Training
18. APSSDC – Dassault 3D Experience Centre
19. Oracle Work Force Development Program
20. Green Initiatives and Waste Management System
21. Extension and service to society through NSS and other government bodies.
22. Constant Endeavor to upgrade quality.

Institutional Weakness

1. Departments yet to get recognition as research centers
2. Declining enrollment of students in conventional streams
3. Funded research projects are yet to be granted.

Institutional Opportunity

1. Scope for consultancy and research projects.
2. Tie-up with research laboratories to promote knowledge
3. Strong Alumni Association – a chance for industry-offered courses in Curriculum enhancement. Setting up a Multi-Disciplinary Research Centers.
4. National Educational Policy 2020 has opened up new avenues of growth and development.
5. Growing demand for quality education from stakeholders
6. Networking and harnessing of alumni spread all over the globe.

7. The flourishing economy and the influx of foreign investment in Vijayawada have increased job opportunities.
8. Development of incubation centers and startups.

Institutional Challenge

1. Most of the students joining the institution are from rural backgrounds.
2. To achievement of placements in core engineering areas.
3. Keeping up with the needs of National Educational Policy 2020
4. The enhancement of on-campus and off-campus placements.
5. There is a need for high-quality, interdisciplinary research in all the departments.
6. Improve research facilities and labs in synchrony with new and emerging areas.
7. To improve Entrepreneurship and Innovation.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Dhanekula Institute of Engineering and Technology is committed to providing technical education to all, irrespective of financial constraints. Our dedicated faculty plays a crucial role in fostering a positive learning environment by engaging in activities that promote ethical principles, practical skill enhancement, and knowledge acquisition. The Institute is permanently affiliated to Jawaharlal Nehru Technological University Kakinada, and approved by AICTE, New Delhi, we strictly adhere to the academic schedule set by the affiliated university.

The college operates under the oversight of various committees, including department heads, ensuring smooth academic operations and addressing students' needs. Prioritizing employability, creativity, global teaching-learning trends, and skill-oriented programs, we encourage students to pursue holistic development for real-world readiness. From 2018–19 to 2022–2023, we offered 46 certification programs to students from different branches, with an impressive 53.08% enrollment and completion of Certificate/Value added courses.

Regular committee meetings ensure comprehensive curriculum coverage, internal assessments, attendance monitoring, and efforts to enhance student performance. We offer elective courses, and 1524 students actively participated in project work, field activities, industrial visits, and internships, gaining valuable exposure to the external world in the academic year 2022–23.

To foster a well-rounded student experience, we value input from parents, faculty and students. In addition to academic considerations, we prioritize students' physical, mental, emotional, and spiritual well-being by hosting yoga classes and organizing annual cultural and athletic events. These initiatives reflect our commitment to holistic development. Proactively responding to stakeholder input, we continually strive to close gaps and improve our educational offerings.

Teaching-learning and Evaluation

Students from various backgrounds gain admission by successfully completing qualifying entrance exams,

including APEAPCET, APPGECET, and AP ECET. The institute maintains 72.11% of enrollment percentage and 75.03% of seats filled against reserved categories. The Institute arranges an orientation/induction program for new students to acquaint them with the adopted teaching-learning methodologies, laboratory experimental procedures, departmental and campus facilities, and amenities. Well in advance of each semester, the academic schedule is finalized, ensuring that students are informed about deadlines, including internal class tests and tentative dates for semester-end examinations.

Adopting a student-centric approach, the institution employs a holistic methodology to impart essential knowledge and skills. To enrich the learning experience, the institute hosts periodic guest lectures, group discussions, seminars, and workshops. A well-equipped ICT system facilitates effective teaching and learning. The institution maintains an adequate student-to-teacher ratio, ensuring the proper execution of teaching-learning activities. 23.02% of full-time teachers with NET/SET/SLET/ Ph. D./D.Sc./ D.Litt./L.L.D. during the last five years. Faculty members, who are well-qualified and engaged in research in their respective fields, attend national/international seminars, conferences, and workshops to stay abreast of current trends and approaches. They have access to computer-aided teaching facilities.

The institute ensures that students and stakeholders are well-informed about the continuous evaluation system, maintaining fairness and addressing grievances promptly. Regular feedback on teachers' performance is solicited from students, and necessary steps are taken to implement their suggestions. In line with NAAC guidelines, the institution conducts student satisfaction surveys, gathering responses on curriculum delivery management and institutional infrastructural facilities. 90.21% of pass percentage is maintained for the last five years.

Research, Innovations and Extension

Dhanekula Institute of Engineering and Technology has committed to developing a vibrant ecosystem with an emphasis on research, innovation and technology development. In the campus, the Research and development cell is established which is playing a vital role in catalyzing research culture by providing the various facilities to the faculty members as well as students. In the last five academic years, the college has received 19.79 lakhs of grants from the government and non-government agencies. The institute has established a Technology Business Incubator (TBI) in association with the MSME, Government of India. The faculty members' expertise in the areas of PCB design and IOT for agriculture is working to design innovative models under TBI. The college has established a research center in collaboration with DRONIX, an Israel-based company to work on UAV-based applications in the areas of agriculture, transport, smart cities and surveillance etc. In total, 238 journal papers in reputed national and international journals with good enough impact factors, 3 books, 7 book chapters and 18 conference papers have been published by the faculty from all the departments in the last five calendar years. In addition, to promote the research environment, entrepreneurial and innovation ecosystem the college has organized 42 workshops and seminars by experts from industry and academia in the last five academic years.

 The NSS (National Service Scheme) and NCC (National Cadet Corps) units play vital roles in shaping the character and fostering the personal development of youth in India. The institution has NSS and NCC teams who are actively involved in safety, health, and community service initiatives such as blood donation drives, AIDS awareness events, coronavirus awareness campaigns, and student health, hygiene, and environmental awareness campaigns etc. Students from NSS and NCC participated in activities such as World Environment Day, Blood Donation Drive, International Yoga Day, National Unity Day, Vana Mahotsav and Swatch Bharat. Over the past five years, the institution has carried out more than 110 extension and outreach programs with

community participation through NSS and NCC.

The Institution has active MOUs with 36 different reputed industries and 7 educational institutions for sharing expertise and resources. These linkages facilitate the student internships, industrial visits, workshops and training programs. Collaboration with industries and other colleges creates networking opportunities professional relationships and potential career connections for students, faculty and researchers. The innovation, research and collaboration activities cultivate a culture of continuous learning and adaptability with the evolution of technology.

Infrastructure and Learning Resources

The state-of-the-art infrastructure augments the learning environment is a significant concern of the institution. The Management of the Institution is generous in enhancing the infrastructure as and when needed which promotes a good teaching-learning environment.

- Campus area of 41642.15 sq.m and built-in area of 36652.58 sq.m is being used for institutional purposes, a sufficient number of classrooms and laboratories with all facilities as prescribed by AICTE/ affiliating university
- Classrooms, seminar halls, and the auditorium are equipped with ICT facilities.
- The Computer Laboratories offers a good number of computers to students, with a current computer-to-student ratio of 1.75. Presently, the campus houses a total of 1307 computers accessible to students.
- College and hostels are Wi-Fi-enabled. High-speed Internet connection with a 560 Mbps Leased Line. The college has licensed and open-source software in various departments. The entire college is under CC camera surveillance for security aspects.
- The library has a collection of 29491 volumes, 5659 titles, 10138 e-journals, and 10664 e-books. Transactions in the library are facilitated through the ECAP-OPAC.
- Digital Library is equipped with 15 Systems; users can access e-resources like IEEE, J gate, ASTM Digital Library, DELNET and other e-journals, ensuring access to valuable e-resources for both students and staff
- Faculty and students can access the facilities beyond the office working hours.
- Excellent power backup through generators.
- Spacious playground and Gym facility available for boys and girls separately.
- Welfare schemes for staff and students.
- Excellent campus maintenance and adequate financial allocations are made for internal maintenance work of all infrastructures and maintenance of greenery.
- Significant investment, amounting to more than 35% of the overall expenditure (excluding salaries), has been allocated to enhance the infrastructure during the assessment period.
- Over the last five years, more than 60% of the expenditure has been directed towards maintaining and enhancing academic and physical facilities, as well as academic support facilities (excluding salaries).

Student Support and Progression

- Institution puts in relentless efforts for the all round development of students. Student chapters of various professional societies like CSI, ISTE, IE, ICI, ISHAE, IETE, IFERP, Department Associations, Dhanekula Samskruthi an Arts and Cultural Society, NSS, NCC, Games and Sport Committees actively organize Technical & Cultural Fests, Social activities, co-curricular activities.

- Adequate representation is given for students in all academic/administrative committees and students are involved in the decision-making process.
- 76.12% of the students avail scholarships & freeships from Government as well as the institution.
- Guidance for competitive examinations, career guidance, soft skills training, language lab, communication skills, and life skill classes are initiatives for all-around student development
- ICT/Computing Courses are offered to all the students to enhance their skills and capabilities.
- The Grievance Redressal Committee, Women's Welfare Cell, Anti-Ragging Committee, and Internal Complaints Committee help students address issues both online and offline, if any.
- Institution has a good placement and Higher education record of an average 66% of the students. Additionally, all students appearing for competitive examinations have successfully qualified.
- 35 students received awards/medals for outstanding performance in sports/cultural activities at the national/international level.
- Department-level clubs/ Associations to encourage students in participation of cultural activities.
- Students of the Institution participated in more than 150 sports and cultural programs organized by the Institution and other Institutions during the last five years.
- The Alumni association contributes actively to the growth of the institution through the alumni association. Alumni association with the active contribution of alumni in enhancing teaching teaching-learning process.

Governance, Leadership and Management

Dhanekula Institute of Engineering and Technology is permanently affiliated to JNTUK, Kakinada and approved by AICTE, New Delhi, It aims at providing quality education through state-of-the-art infrastructure, laboratories and committed staff. Founded in the year 2009, the institution has an independent administrative structure with eminent personalities as governing body members. The proactive and participative management has established a conducive working environment; enabling the students as well as the staff to assess the societal needs and work as a team to fulfil the requirements. It emerges leadership at every level of the management.

The principal is authorized by the GB to make timely decisions for the smooth functioning of the institution, yet the well-defined support system with delegated responsibilities in the form of various committees promotes decentralized decision-making.

Collaborative work culture, design thinking, on-the-job training and continuous monitoring helps the faculty, both teaching and non-teaching excel in their domains. Periodical review meetings are conducted to sustain the quality through continuous improvement. All the faculty are encouraged to be part of research and development activities through financial assistance and special leave permission to attend FDPs, conferences, seminars and other workshops. 44.95% of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years. Internal skill development is well executed through various training programmes for staff and students. 84.57% of teaching and non-teaching staff participated in Faculty Development Programmes (FDP), and Management Development Programmes (MDPs) professional development /administrative training programs during the last five years.

The code of conduct policy guides the faculty to be committed to their duties. Organizational development through self-development and team development is a high priority. The performance of each faculty is appraised annually. IQAC is established with a vision of quality improvement; planning, assessing and reviewing the process.

Institutional Values and Best Practices

The institute creates awareness of gender equality among the students and in accordance with this, 23 gender sensitization and awareness programs have been conducted over the last 5 years. The Institution is under CCTV surveillance to ensure the safety and security of the students. The institute has active committees for the promotion of gender equity, like the Women Welfare/ Sexual Harassment Eradication Cell and Anti-Ragging Committee**.** They are accessible to the students to sustain their safety and security.

More than 50% of the annual power requirement is met through LED bulbs. A Rooftop Solar power plant of 230KW capacity is available in the institute. The generated solar energy has been utilized for the campus requirement and at the same time the excess energy is supplied to the grid.

The institution has facilitated with solid, liquid and e-waste management system to keep the campus green and hygienic. Rainwater harvesting systems prevail on the campus. The institution is landscaped with trees and plants.14 clean and green initiative programs have been conducted for Swachh, plastic-free premises and tree plantation. Paperless office and plastic-free campus are in practice.

For carbon neutrality, vehicle pooling is practised. 85% of day-scholars are travelled by college buses. The usage of bicycles is encouraged by the institution within the campus. Institutions have facilitated the differently abled students with wheelchairs, ramps, lift, restrooms, and scribes for examination. Quality audits such as Green/ environment audits and energy audits are regularly undertaken by the institution.

Institution celebrates national and religious festivals to encourage national integration and communal harmony. Remembering great Indian personalities on their death anniversary is practised. Programs were conducted to raise awareness of the fundamental duties and rights of Indian citizens. During the last five years, 39 events were conducted**.**

The institute adopted different innovative practices such as Medha- final year projects, Lakshya-Internships and placements, Rachana–fest, Disha-Industry Institution Interaction and MOUs, Siddha – Campus Recruitment Training by T&P, Guru Deva- Mentoring system, Dhronalaya- career booster and Training on Latest Technologies, Sarala - Soft Skills Training, kovida-certification done by students, Abhyasa- Employability skills. DIET provides distinctive academic processes and facilities to enrich the teaching and learning process.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DHANEKULA INSTITUTE OF ENGINEERING AND TECHNOLOGY
Address	Dhanekula Institute of Engineering and Technology, Ganguru, Vijayawada, Andhra Pradesh - 521139
City	Vijayawada
State	Andhra Pradesh
Pin	521139
Website	www.diet.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ravi Kadiyala	091-8333924843	9491017088	091-8333924842	diet.principal@gmail.com
IQAC / CIQA coordinator	Dr. K. Srinivasa Rao	091-9441675588	9494379031	091-8333924842	iqac@diet.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	

State	University name	Document
Andhra Pradesh	Jawaharlal Nehru Technological University,Kakinada	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	24-12-2019	[View Document](#)
12B of UGC	24-12-2019	[View Document](#)

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	[View Document](#)	10-06-2023	12	
AICTE	[View Document](#)	10-06-2023	12	

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Dhanekula Institute of Engineering and Technology, Ganguru, Vijayawada, Andhra Pradesh - 521139	Rural	10.29	44776.14

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Civil Engineering, Civil Engineering	48	Intermediate	English	30	5
UG	BTech,Electrical And Electronics Engineering,Electrical and Electronics Engineering	48	Intermediate	English	30	27
UG	BTech,Mechanical Engineering,Mechanical Engineering	48	Intermediate	English	30	8
UG	BTech,Electronics And Communication Engineering, Electronics and Communication Engineering	48	Intermediate	English	180	180
UG	BTech,Computer Science And Engineering,Computer Science and Engineering	48	Intermediate	English	180	180
UG	BTech,Information Technology,information technology	48	Intermediate	English	120	120
UG	BTech,Computer Science	48	Intermediate	English	120	120

	And Engineering Artificial Intelligence,Computer Science and Engineering Artificial Intelligence and Machine Learning					
UG	BTech,Electronics And Communications Industry Integrated,Electronics and Communication Engineering Industry Integrated	48	Intermediate	English	30	30
PG	Mtech,Civil Engineering, Environmental Engineering	24	B.Tech	English	6	0
PG	Mtech,Computer Science And Engineering,Computer Science and Engineering	24	B.Tech	English	12	12

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	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	15				10				117			
Recruited	12	3	0	15	8	2	0	10	64	53	0	117
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				83
Recruited	48	35	0	83
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	11	3	0	8	1	0	7	5	0	35
M.Phil.	0	0	0	0	0	0	1	4	0	5
PG	1	0	0	1	2	0	57	41	0	102
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	340	3	0	0	343
	Female	384	1	0	0	385
	Others	0	0	0	0	0
PG	Male	6	0	0	0	6
	Female	6	0	0	0	6
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	54	51	48	60
	Female	46	39	35	38
	Others	0	0	0	0
ST	Male	17	19	18	20
	Female	13	13	8	12
	Others	0	0	0	0
OBC	Male	182	154	138	145
	Female	149	110	91	57
	Others	0	0	0	0
General	Male	101	70	119	90
	Female	92	65	105	80
	Others	0	0	0	0
Others	Male	47	38	38	30
	Female	53	38	35	22
	Others	0	0	0	0
Total		754	597	635	554

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	DIET fully acknowledges and embraces the vision of the National Education Policy (NEP) to provide high-quality education and develop human resources as global citizens. The faculty members at DIET have engaged in discussions regarding the fundamental principles of the NEP, such as promoting diversity in curriculum and pedagogy, integrating technological innovations in teaching and learning, and fostering logical decision-making, innovation, critical thinking, and creativity. By the NEP, DIET has taken proactive steps to initiate new interdisciplinary clubs that integrate different specializations, and TBI(Technical Business Incubator) has been established by MSME Govt of India. The academic programs at DIET are periodically redesigned in collaboration with the affiliating university, JNTUK, to include multidisciplinary/interdisciplinary courses as electives. The programs are designed to give students maximum flexibility in choosing elective courses in other specializations. We appreciate that the affiliating university is actively working towards implementing the suggestions outlined in the NEP. The motto of the NEP for higher education is to transform institutions into massive interdisciplinary knowledge hubs, aiming to end the fragmentation of higher education. In line with the NEP standards, DIET strives to obtain accreditation with a satisfactory grade from the National Assessment Accreditation Board (NAAC) while continuously striving for excellence in engineering education. The college also embraces the concept of multidisciplinary programs in its curriculum. As part of our commitment to holistic and multidisciplinary education, DIET has incorporated a course on Human Values and Professional Ethics and yoga sessions for all students on campus. Our students actively engage in community outreach initiatives, including organizing health and social awareness programs, blood donation camps, plantation drives, Swatch Bharat campaigns, and charity programs in neighboring villages. Regarding leadership and effective governance, DIET is a self-financed private Higher Education Institution (HEI) permanently affiliated with JNTUK, Kakinada. The institution aspires to become an independent, self-governing institution dedicated to pursuing innovation and excellence through accreditations and recognitions. DIET has a strategic institutional development plan

	that aligns with the vision of the NEP, ensuring its continuous growth and progress. By embracing the principles and goals of the NEP, DIET aims to provide a transformative educational experience that prepares students to become competent professionals, critical thinkers, and responsible global citizens.
2. Academic bank of credits (ABC):	Academic bank credits are a significant component of the National Education Policy 2020 (NEP-2020). The NEP-2020 emphasizes the integration of higher educational institutions in a globalized space and recognizes the importance of providing students with flexibility and access to a wide range of learning opportunities. Under the NEP-2020, academic institutions are encouraged to implement academic bank credits. These credits enable students to accumulate credits from different institutions, including online courses, and transfer them seamlessly across programs and institutions. This system promotes interdisciplinary learning, encourages lifelong learning, and allows students to customize their education based on their interests and career goals. To support the implementation of academic bank credits, online courses offered through national schemes like SWAYAM, NPTEL, Coursera, and other recognized platforms can be considered for credits earned against elective courses. This integration of online courses into the credit system allows students to explore diverse subjects, enhance their knowledge and skills, and earn credits that contribute to their overall academic progress. By recognizing credits earned through online courses, institutions can provide students more flexibility in designing their curriculum, accessing high-quality educational resources, and gaining exposure to global educational opportunities. This integration also aligns with the aim of the NEP-2020 to promote the use of technology in education and expand the reach and quality of learning resources available to students. It is important for institutions to establish clear guidelines and evaluation criteria to ensure the quality of online courses being considered for credits. This would involve assessing the course content, learning outcomes, assessment methods, and the credentials of the course providers. By maintaining robust evaluation processes, institutions can ensure that the credits earned through online courses are meaningful and aligned with the desired learning

	outcomes. Overall, the integration of academic bank credits and the recognition of online courses for credits earned against elective courses contribute to the NEP-2020's vision of fostering a more flexible, inclusive, and globally connected higher education system. The institute is registered on the NAD portal and has also registered all students on the Academic Bank of Credits (ABC) portal. However, approval from the ABC administration is still pending. The institute is making arrangements to grant students access to the certificates from DigiLocker.
3. Skill development:	DIET recognizes the importance of add-on programs and curriculum extension in accelerating skill development. They have conducted various programs and initiatives to support students in their personality development, interview skills, and life skills, in collaboration with CM's Skill Excellence Centre, EduSkills Foundation. To achieve these goals, DIET has outlined a specific plan: 1.Develop workplace-related skills and attitudes through internships facilitated by Training and placement that will provide on-the-job training. 2. Incorporate good practices and innovations in teaching and learning methodologies. 3. Collaborate with industries to impart practical skills and hands-on experience, and design courses that are relevant to the industry's needs. 4. Introduce new learning methods using ICT tools and digital platforms such as Massive Open Online Courses (MOOCs) and flipped classrooms to train and empower teachers. 5. Develop and implement a holistic assessment and evaluation system that provides a comprehensive evaluation of students' skills and achievements. 6. Adopt an outcome-based education system to measure learning outcomes and ensure a 360-degree assessment and evaluation of students. DIET believes in providing equal dignity to individuals pursuing add-on courses and acknowledges their contributions to the workforce of the country.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Promoting Indian arts and culture is indeed beneficial not only to the country as a whole but also to individuals. Here are some reasons why: 1.Preserving cultural heritage: Promoting Indian arts and culture helps preserve the rich heritage and traditions of the country. It ensures that diverse cultural practices, languages, and art forms are passed down to future

	generations. 2.Cultural identity and pride: By celebrating regional languages, festivals, and important days, individuals develop a sense of cultural identity and pride. It strengthens their connection to their roots and fosters a sense of belonging within the community. 3.Diversity and inclusivity: India is known for its diverse cultural landscape. Promoting arts and culture allows for the recognition and appreciation of different languages, traditions, and festivals across the country. It encourages inclusivity and respect for various cultural practices. 4.Personal development and well-being: Engaging with arts and culture has personal benefits as well. It promotes creativity, self-expression, and personal growth. Participating in cultural activities can enhance individual skills, foster teamwork, and provide a platform for self-discovery and self-confidence. 5.Global recognition: Indian arts and culture have gained global recognition and appreciation. Promoting and showcasing the diverse cultural heritage of India helps establish its presence on the international stage. It contributes to cross-cultural understanding, promotes cultural diplomacy, and fosters global collaborations. Overall, the promotion of Indian arts and culture is beneficial on multiple levels, including the preservation of cultural heritage, fostering a sense of identity and pride, promoting diversity and inclusivity, personal development, and gaining global recognition.
5. Focus on Outcome based education (OBE):	Dhanekula Institute of Engineering and Technology (DIET) has implemented outcome-based education (OBE) as its educational framework. OBE focuses on clearly defined Programme Outcomes (POs) and Course Outcomes (COs) that align with the cognitive abilities of students, including Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. The college ensures that all courses incorporate these outcomes, encompassing not only domain-specific skills but also social responsibility, ethics, and entrepreneurial skills. The goal is to equip students to actively contribute to the economic, environmental, and social well-being of the nation. To achieve these outcomes, the course syllabi at DIET designed in affiliation with JNTUK University, taking into consideration the macro-economic and social needs of the society. This approach aligns with the spirit of the National Education Policy (NEP).

	Assessment of students is carried out based on the OBE attainment model, which evaluates their progress in achieving the desired outcomes. This ensures that the educational goals set by the college are effectively met. DIET goes beyond traditional academic focus and community participation and service, environmental education, and value-based education into its innovative curriculum. The curriculum includes credit-based courses and projects, lab experiments, and mini-projects that emphasize the application of technical knowledge for the benefit of the community. Additionally, DIET offers courses such as Professional Ethics & Human Values and Gender Sensitization to foster value-based education among B.Tech students. Environmental Sciences is another course that addresses various aspects of environmental sustainability. The college actively engages in community outreach initiatives through committees like the Student Welfare Committee and organizations like the National Service Scheme (NSS). These initiatives provide opportunities for students to participate in extension activities and contribute to the community. Overall, Dhanekula Institute of Engineering and Technology emphasizes outcome-based education, aligning its curriculum and assessments with clearly defined outcomes and incorporating social responsibility, ethics, and entrepreneurial skills. The college's community outreach initiatives further enrich the educational experience for students by fostering a sense of social engagement and promoting the well-being of society.
6. Distance education/online education:	It is evident that the Covid-19 pandemic has greatly accelerated the adoption of digital platforms in the field of education. Educational institutions have increasingly turned to online resources to facilitate classes, conferences, and meetings. This shift has not only overcome geographical barriers but has also allowed for interaction between experts and students from different locations. As the economy gradually reopens, including educational institutions, a hybrid mode of education combining online and offline resources has emerged as the new normal. The New Education Policy, which was likely introduced in September 2021, envisions and supports this hybrid mode of education. The policy recognizes the potential of digital platforms in enhancing learning

experiences and promoting inclusivity. It encourages the use of online resources and platforms to supplement traditional classroom teaching. During the lockdown period caused by the Covid-19 pandemic, educational institutions like DIET successfully delivered their course content through online modes using tools such as Zoom and Google Meet. This experience has led to an increased confidence in accessing online resources by both educators and students. The availability and accessibility of online materials have improved, reducing the constraint that was once associated with remote learning. Furthermore, students are being encouraged to take Massive Open Online Courses (MOOCs) at DIET. MOOCs provide a flexible and self-paced learning experience, allowing students to explore a wide range of topics and acquire new skills. This emphasis on online learning aligns with the broader trend of embracing digital platforms in education. To enhance the quality of education, teaching faculty are being encouraged to engage in ATAL,NITTR (National Institute of Technical Teachers' Training and Research) modules. These modules aim to equip teachers with the necessary skills and knowledge to effectively leverage technology in the teaching process. By upskilling the faculty, the overall educational experience can be improved, ensuring that students receive high-quality instruction both online and offline. In summary, the Covid-19 pandemic has accelerated the adoption of digital platforms in education. The hybrid mode of education, combining online and offline resources, has become the new normal. The New Education Policy supports this approach and emphasizes the importance of online resources and upskilling of educators. With the experience gained during the pandemic and improved access to online resources, the educational landscape is evolving to meet the changing needs of students and educators.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club is set up in Dhanekula Institute of Engineering and Technology with the primary objective of sensitizing the student

	community about democratic rights, including casting votes in elections. We also conduct poster presentations, debates, mock parliaments, elocution, essay writing, and other programs which create awareness regarding electoral procedures.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Institution has the ELC functional with the following office bearers Sl. No. - Name - Designation - Functional Role 1 - Dr. B.V.S.N. Hari Prasad - Professor - ELC Coordinator 2 - Mr. Raju Gogam - Asst. Professor - ELC Additional Coordinator 3 - G. Krishna Chaitanya - B.Tech, III Year Student - Student Representative 4 - Mohammad Saleha - B.Tech, II Year Student - Student Representative 5 - Kancharla Praneeth - B.Tech, I Year Student - Student Representative
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Activities are done by the ELC of Dhanekula Institute of Engineering and Technology 1.Our students participate in Voter Awareness Campaigns aimed in educating the public in the nearby villages. 2.To create awareness and interest among faculties and students through workshops. 3. To educate the targeted populations about voter registration, electoral process and related matters through hands-on experience
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The ELC takes initiatives that are socially relevant to electoral-related issues, especially awareness drives, creating content, and publications highlighting their contribution to advancing democratic values and participation in electoral processes. 1.To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable, and ethical manner. 2.To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every vote counts and 'No Voter to be Left Behind.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The students above 18 years who are to be enrolled as voters are sensitized about democratic rights, which include casting votes in elections. We conduct mock polling activities to provide experience-based learning of the democratic setup. We also conduct voter registration campaign in the campus and ensure every student above 18 years gets himself registered

on their native constitution.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2285	2052	1999	1905	2012

File Description	Document
Institutional data in prescribed format	[View Document]

2 Teachers

2.1

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

Response: 234

File Description	Document
Institutional data in prescribed format	[View Document]

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
123	126	118	115	126

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
811.02	805.7	241.98	579.85	460.14

File Description	Document
Upload Supporting Document	[View Document]

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Dhanekula Institute of Engineering and Technology (DIET) is an educational institution that offers UG and PG programs in engineering and technology. It is permanently affiliated to JNTUK Kakinada, which is a renowned technical university in the state of Andhra Pradesh, India.

The curriculum and syllabi for all UG and PG programs at DIET are designed and followed as per the guidelines provided by JNTUK Kakinada. This ensures that the students receive a high-quality education that is recognized and valued by the industry and other academic institutions.

Academic Calendar

DIET's academic calendar is structured with JNTUK University calendar that includes working days, holidays, and exam dates, while each department prepares a calendar that integrates department-specific events such as workshops, industrial visits, value-added courses, clubs, and activities. This collaborative approach guarantees a comprehensive academic and extracurricular experience for students.

Quality of Classroom Teaching

DIET fosters outstanding classroom learning experiences via dynamic and interactive sessions that embrace diverse teaching methodologies. Instructors captivate and inspire students through engaging lectures, leveraging modern technology, and live interactive sessions enriched with practical examples and real-life applications. The curriculum accommodates elective courses, catering to students' unique preferences and aspirations."

Students who fail to complete courses within their regulation can re-register or readmit during the subsequent regulation with prior approval from the university. The university also offers alternative subjects with prior notice due to regulation variations, providing students with flexibility in their academic pursuits.

Instructional methods and pedagogical initiatives

- The DIET curriculum harmoniously integrates traditional teaching methodologies with innovative, technology-driven strategies, fostering an outcome-oriented educational approach."
- Faculty members create course plans based on the syllabus, utilizing video lectures, models, simulations, animations, and implemented projects to engage students. Expert lectures, value-added courses, tutorials, group discussions, assignments, laboratory practices, and participation in

seminars/conferences/journals enhance learning outcomes.

- DIET provides opportunities for joint research programs, field studies, projects, dissertation work in industries, and professional consultancy to industries.
- The university maintains a rapport with established organizations for mutual support. E-materials and well-stocked libraries facilitate knowledge enrichment.
- Students have the option to re-register or seek readmission to courses in subsequent terms, subject to prior approval from the university. Alternative subjects are provided in response to regulatory changes."

Monitoring system for curricular delivery

- DIET implements outcome-based education (OBE) by closely monitoring curriculum delivery through HODs and IQAC coordinators.
- Regular feedback from students is gathered through formal and informal means.
- Faculty members provide academic and personal guidance in a 1:20 ratio.
- Student representatives in the class committee contribute to decision-making and problem-solving related to academics and administration.
- Internal assessment question papers are designed to evaluate the attainment of course outcomes (COs).

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

1.2 Academic Flexibility

1.2.1

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

Response: 33

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.2.2

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

Response: 36.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
962	955	182	829	792

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Dhanekula Institute of Engineering and Technology fervently upholds its dedication to enhancing its curriculum through the seamless integration of multifaceted endeavors that explicitly target pivotal, cross-cutting concerns. These encompass the crucial domains of Professional Ethics, Gender Equality, Human Values, and Environment and Sustainability. The institution's overarching objective lies in sculpting students into conscientious engineers, fostering a heightened sense of awareness, and actively engaging with and resolving pertinent societal needs.

Professional Ethics

The curriculum incorporates the subjects related to Professional Ethics and Human values to bring awareness in professional, moral and social commitments. Additionally, the college hosts blood donation camps as part of their community service activities to encourage staff and students to donate blood. The College organizes unique talks with the goal of fostering a culture of professional ethics among the student community.

Gender Equality

The institution's establishment of a "Women Welfare/Sexual Harassment Eradication Cell" stands as a commendable and pivotal initiative. Led by a senior female faculty member in the role of convener, and bolstered by a team of dedicated women faculty members, this cell serves as a crucial platform. It offers a safe haven for women employees and female students to voice their concerns collectively.

The committee operates proactively, organizing a spectrum of events focused on Gender Sensitization. These initiatives are geared toward bolstering self-esteem and nurturing an environment steeped in unwavering respect for women. Moreover, the cell executes specialized programs aimed at empowering women, equipping them with invaluable knowledge regarding their fundamental rights.

In collaboration with police officers, doctors, lawyers, and social activists, the institution hosts special lectures featuring interactive sessions that highlight the importance of gender equality. These efforts contribute to creating an environment that not only addresses issues related to women's well-being but also promotes awareness, empowerment, and a commitment to gender equality within the institution and its community.

Human Values:

The curriculum incorporates Universal Human values and ethics with the intention of fostering a comprehensive outlook. This inclusion encourages students to engage in self-exploration of their identity as human beings and their connections with family, society, and the natural world. The aim is to enhance self-reflection and cultivate a sense of commitment and courage to undertake meaningful actions in alignment with universally accepted human values.

Environment and Sustainability

Nestled in an eco-friendly campus, the institution fervently pursues energy efficiency and conservation. It extends efforts beyond its boundaries, fostering a green atmosphere. Through the NSS, it leads outreach for environmental awareness. A successful rainwater harvesting system showcases its dedication. Over 90% of day scholars and faculty opt for college buses, promoting eco-friendly transport. This conscious choice aligns with the institution's broader commitment to sustainability.

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

1.3.2

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

Response: 56.06

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

Response: 1281

File Description	Document
Upload supporting document	[View Document]()
Institutional data in the prescribed format	[View Document]()

1.4 Feedback System

1.4.1

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

Response: E. Feedback not collected

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 72.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
629	478	510	409	345

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

2022-23	2021-22	2020-21	2019-20	2018-19
756	666	606	672	588

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)

2.1.2

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

Response: 68.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
271	226	243	194	183

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

2022-23	2021-22	2020-21	2019-20	2018-19
378	333	303	318	294

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

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

Response: 18.58

2.3 Teaching- Learning Process

2.3.1

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

Response:

The institution prioritizes student-centred approaches to foster and improve students' lifelong learning skills. Faculty members aim to enrich students' learning experiences through the integration of experiential learning, participative learning, and problem-solving methodologies.

Experiential Learning: The institution arranges periodic industrial visits for students throughout the semester, allowing them to visit pertinent organizations and companies. This initiative aims to provide students with hands-on exposure to the practical application of theoretical knowledge in real-world scenarios. Students are encouraged to participate in internship programs during the period between the conclusion of one semester and the commencement of the next semester. This serves to bridge the gap between academic studies and real-world industry experience. Internship exposes students to workplace realities, challenges, and culture, thereby ensuring that on completion of the program, the student is industry-ready. Every department organizes supplementary programs to assist students in enhancing their

experiential learning.

Participatory Learning: The institution promotes student involvement in workshops, seminars, design and coding contests, group discussions, project expos, and skill-based add-on courses, both on-campus and off-campus. They are motivated to actively participate in events that allow them to apply their specialized technical or management skills, including the annual Tech Fest, cultural programs, regular quizzes, etc. Students leverage E-Learning platforms like, In-stacks and courses offered by "Spoken Tutorial, IIT Bombay" to enhance their learning skills, thereby gaining valuable advantages for their campus placement endeavours. The institute provides training to students in cutting-edge technologies, including 3-D printing, IoT applications, and PCB designing technology through its Technology Business Incubator (TBI). Students are urged to actively participate in departmental club activities such as NSS, NCC, etc., as a means of acquiring teamwork skills.

Problem-solving methods: The institute promotes the cultivation of problem-solving abilities among students through active participation in diverse hackathons. The institute motivates students to address real-time challenges in their final year project. The institute annually encourages and ensures that students participate in the Smart India Hackathon and Idea Thon on national platforms to apply their educational knowledge to real-world problem-solving scenarios. At our institution, students are actively engaged in addressing a range of real-time challenges within the Drone Research and Development Centre, established in collaboration with Dronix Ltd-Israel.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 94.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
135	129	122	121	136

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

2.4.2

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

Response: 21.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	32	27	22	16

File Description	Document
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Dhanekula Institute of Engineering and Technology diligently adheres to the directives set forth by Jawaharlal Nehru Technological University, Kakinada in administering internal assessments, MID exams, and end-of-semester examinations. While the Assessments and MID exams take place on-campus, the pivotal end-of-semester assessments occur at an external venue selected by Jawaharlal Nehru Technological University, Kakinada.

In strict accordance with these guidelines, an examination committee is meticulously convened,

dedicated to overseeing and guaranteeing the seamless implementation of a transparent and equitable examination procedure.

Internal Examination

1. Internal assessment tests are conducted every semester for all of our courses in line with the university Guidelines.
2. For each unit, Class Test will be conducted as an Assignment/Closed book/Open book.
3. One week before the commencement of exams, a schedule/timetable and a final seating plan for each test are prepared and communicated to the students via notice on the information board.
4. Within two weeks after an assessment, the evaluated answer scripts are distributed to students for clarifications (if any).
5. MID exams are scheduled according to the JNTUK Guidelines. MID-1 and MID-2 exams are conducted for 8th week and 16th week from commencement of semester.
6. The grades/marks are then displayed on the common notice board/CAS where students can view their performance
7. DIET follows a multi-stage process for addressing evaluation discrepancies:
   - Stage 1: Errors in question paper, and any evaluation issues, will be addressed by the concerned teacher, and the required corrections will be made accordingly.
   - Stage 2: If the issue can't be resolved at stage 1, the student can alleviate the issue to the Department In charge Examination Cell. The Department In charge Examination Cell shall involve the concerned Head of Department to find an appropriate solution.
   - Stage 3: If the issue is still unresolved after stage 2, it can be further escalated to stage 3, which is the principal level. The decision made at this level is final. At this stage, the principal assigns the evaluation task to a senior faculty different from the one in stage 1.
8. For students who miss these internal assessments for reasons beyond their control, a second session of assessments Remedial is arranged.
9. The total score for these internal assessments and MID exams is submitted to the University. This total score is affected by their performance in regular tests.

External assessment

1. After examination, the answer scripts are evaluated at various evaluation centres designated by the university and the final results are declared by JNTU, Kakinada.
2. If the student has any grievances regarding the evaluation of the answer scripts, the student can apply for re-evaluation/challenge evaluation.
   - Re-evaluation: This process needs to be initiated within a week of the declaration of results. The results of this process are announced as per university norms.
   - Challenge evaluation: If the results are not satisfactory, a student can apply for challenge evaluation within a week after the announcement of the re-evaluation results.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Our institute has been implementing Outcome-Based Education (OBE) since 2014, which focuses on defining what students are expected to achieve by the end of their course. Within this framework, there are specific components such as Program Specific Outcomes (PSOs), Program Outcomes (POs), and Course Outcomes (COs) that have been developed.

OBE is a mandatory requirement by regulatory bodies like the NBA and NAAC. Its primary aim is to ensure that students attain significant outcomes before they graduate from the institute. Each department within the institute establishes the Program Specific Outcomes (PSOs) aligned with the Program Outcomes (POs) mandated by the NBA. These outcomes are shaped by inputs from faculty, alumni, and are in tune with the latest technological advancements, job opportunities, and societal needs. This approach ensures that students are equipped with the necessary skills and knowledge demanded by the current industry landscape and societal expectations.

Program specific outcomes (PSOs)/Program outcomes (POs) exhibits what students are expected to do or learn by the time of their graduation. These are evolved through consultation process with the stake holders keeping these Program Outcomes as basis.

Course outcomes serve as explicit statements outlining the fundamental and long-lasting disciplinary knowledge and skills students should acquire and the level of proficiency expected upon finishing a particular course. These outcomes articulate the specific learning objectives and the depth of understanding students should attain by the course's conclusion, ensuring a clear understanding of the intended learning outcomes for students.

The mechanism of communication of program outcomes (POs), program specific outcomes (PSOs) for program is disseminated through various channels as listed below:

The Programme outcomes(POs), Programme specific outcomes(PSOs)statements are published through electronic media at:

Particulars	Internal Stake Holders	External Stake Holders
College Website	Yes	Yes
Department Website	Yes	Yes
Department Newsletter	Yes	
Course files	Yes	
Lab Manuals	Yes	
Project Book	Yes	

The PO/PSO Statements are displayed at:

Particulars	Internal Stake Holders	External Stake Holders
HoD Room	Yes	Yes

Department Corridors	Yes	Yes
Department Notice Boards	Yes	Yes
Department Seminar Hall	Yes	Yes
Faculty Rooms	Yes	
Class Rooms	Yes	
R & D Cell	Yes	
Conference Hall / Department Library	Yes	

Whereas the Course Outcomes of the program are printed in student handouts, student lab manuals distributed to students and the same is published through electronic media in college website.

In addition to this, all the key stakeholders are made familiar with programoutcomes through Faculty Development Programs, student workshops, seminars, student induction programs,faculty meetings, parent teacher interaction, Alumni meeting,Governing body meeting,Industry interaction etc.

The Course Outcomes are communicated to the students by the respective faculty. In addition to this the course outcomes of all subjects are hosted in the respectivedepartment website, Lesson plan of a course contains the Cos and each class is marked according to the COs.

Course outcomes of laboratory courses are published in the respective laboratory and inthe lab Manual/Student Lab record.

The Weblink details where POs/PSOs are published is shown in table below:

Department	Weblink for POs/PSOs
CE	https://diet.ac.in/department-of-civil-engineering/dept-of-ce-at-a-glance/
EEE	https://diet.ac.in/department-of-electrical-and-electronics-engineering/dept-of-eee-at-a-glance/
ME	https://diet.ac.in/department-of-mechanical-engineering/dept-of-me-at-a-glance/
ECE	https://diet.ac.in/ece-department/dept-of-ece-at-a-glance/
CSE	https://diet.ac.in/department-of-cse/dept-cse-at-a-glance/
IT	https://diet.ac.in/it-department/dept-of-it-at-a-glance/

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The assessment tools and processes used for measuring the attainment of each of the program outcomes (POs) and program specific outcomes (PSOs) are mentioned below:

Method of assessment of POs / PSOs:

The program outcomes and program specific outcomes are assessed with the help of course outcomes of the relevantly mapped courses through direct and indirect methods.

Direct methods are provided through direct examinations and skills against measurable course outcomes. The knowledge and skills described by the course outcomes are mapped to specific problems on class tests, internal exams and day-to- day evaluation and internal lab examinations. Throughout the semester the faculty records the performance of each student on each course outcome.

Course Assessment Methods:

1. Course Assessment Process: In evaluating each course, the assessment of course outcomes relies on predefined direct and indirect assessment tools. Direct assessment methods encompass both internal and external evaluations, ensuring a comprehensive understanding of student performance. On the other hand, indirect assessment involves tools such as the course end survey (CO learning assessment), which gathers feedback and perceptions on the course's effectiveness.

The course coordinator is responsible for Conducting direct assessments of day-to-day progress, aligning them with the stipulated JNTUK regulations. This ensures that the evaluation process meets the required standards and adequately measures the achievement of course outcomes.

2. Assessment of theory courses:

Direct Assessment: Direct assessment of theory courses is carried out by Internal and External assessment of each defined outcome of a course. Internal assessment by Day to Day Evaluation, MID Examinations, Quiz Examinations and External Assessment by End Examination.

Internal Assessment:

1. **Day to Day assessments:** Is a means of enhancing the learning process of the students on regular basis, which is done by conduct of class test and any other direct assessment tools (assignments ,Quiz, Surprise test objective exams)etc as desired by the course coordinator after attending the teaching – learning process of particular course outcome.
2. **MID Examinations:** The course coordinator conducts descriptive examinations according to the JNTUK schedule, lasting one and a half hours, and typically without offering choices to students. These examinations are held twice during the course, ensuring comprehensive coverage of all the course outcomes. This approach allows for a thorough assessment of students' understanding and proficiency across the entirety of the course's learning objectives.

Average attainment in direct method = University Examination (70%) +Internal assessment (30%) - For each PO & PSO Indirect assessment strategies are implemented by defining and embedding performance indicators i.e. Assessment tools like

Feedback Survey: Exit, Alumni, Employer, Parent

Co-curricular: Employability Skills, Internship, Guest Lectures, Add-on Courses, Project Models

Extra-curricular Activities: Paper Presentation, Ethics & IPR, Entrepreneurial Programs, Personality Development, Health, Environment, Society, Sports, Cultural.

POs are assessed based on activities conducted under various committees and mapped to POs/PSOs and rubrics are framed. Finally, program outcomes are assessed with above mentioned data and program assessment committee concludes the PO attainment level.

Average attainment in indirect method = Average (Alumni survey + Employer/Industry/Internship Feedback survey + Exit survey + Parent feedback)

The following scoring function is used to calculate the average attainment of each PO/PSO:

PO/PSO Attainment (%) = (weightage: 80%) x (Average attainment in direct method) + (weightage: 20%) x (Average attainment in indirect method)

Each POs/PSOs are assessed and finally, their attainment level shall be tabulated

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

2.6.3

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

Response: 90.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
430	402	467	441	498

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

2022-23	2021-22	2020-21	2019-20	2018-19
476	454	508	491	552

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.68

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

The organization furnishes a prolific environment for the enrichment of research, innovation, incubation and entrepreneurship. The amenities provided are intended to actively involve the faculty as well as the students to work towards the application of technology for the fulfilment of societal requirements.

The College has established the Institution's Innovation Council (IIC) to mentor and encourage the students to develop ideas into innovative products. The IIC organizes IPR workshops, invited talks from industry experts, ideation workshops and Hackathons. The facilities are extended to the students by providing interactions with distinguished entrepreneurs from various fields.

The Entrepreneurship Development Cell (EDC) is actively involved in conducting awareness programs in collaboration with various industries. In association with the Khadi & Village Industries Commission, Vijayawada, the institute is organizing programs for rural entrepreneurial development. The EDC cell

organizes workshops, field visits and awareness programs with eminent experts and angel investors to promote Employability skills - transferable skills, hard skills and soft skills among students.

The institution's commitment to innovation extends beyond protection to active promotion and commercialization. Anchored by an Incubation Centre, it provides a nurturing environment for budding entrepreneurs and innovators. Moreover, the institution has undertaken various initiatives aimed at fostering collaboration, knowledge transfer, and industry-academia partnerships. Collaborative research projects, technology transfer programs, and innovation summits serve as catalysts for cross-pollination of ideas, facilitating the seamless exchange of knowledge and expertise between academia and industry.

The research environment is cultivated in the campus by providing seed grants for the best project proposals in every academic year.

- The institute has established a Technology Business Incubator (TBI) sponsored and supported by Micro, Small and Medium Enterprises (MSME), Government of India. Under TBI, PCB manufacturing machines, 3D printing machines, and IOT builders for agriculture applications are installed and utilized to develop innovative prototypes.
- In collaboration with Israel-based company named 'DRONIX', a research and development centre is established in the organization. Student groups and faculty from all disciplines are actively working on applications like smart agriculture, surveillance and unmanned transport.

Comprehensively, a research and innovation eco-system is established in the institute by organizing distinctive programs and initiatives for the transfer of knowledge and nurturing the start-up culture. The vision of the R&D cell, EDC and IIC of the institute is to make the students and faculty perceive the technological advancements and its inferences which ultimately leads to solving challenging problems.

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

3.2.2

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

Response: 27

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	8	2	3	4

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	00	02	31	01

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

3.3.2

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

Response: 0.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	6	2	0	1

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

3.4 Extension Activities

3.4.1

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

Response:

The College was allotted a National Service Scheme (NSS) Unit by Jawaharlal Nehru Technological University, Kakinada. About 100 students have enrolled their names as NSS Volunteers. The motto of NSS is "Not Me But you". Service to mankind is service to GOD. Imparting such values and attitude into the students is the motive of the institution. Believing in this, the institute carries out a number of extension activities in the neighbourhood community.

The NSS unit concentrates on the welfare of the neighbourhood community and sensitizes their social problems and takes necessary steps for the betterment of the society. These social outreach programmes brought a great impact on the holistic development of the students as they come across different categories of people and their living standards. Every year during Independence Day and Republic day, the NSS students coordinate with the other clubs of the institute to demonstrate on a current Social problem through parades and rallies.

NCC training is conducted by Associate NCC Officers and Armed Forces personnel for three years and about 120 periods of training. Firstly, to expose young cadets to a `regimental way of life' which is essential to inculcate in them the values of discipline, duty, punctuality, orderliness, smartness, respect for the authorities, correct work ethos, and self-confidence Secondly, to generate interest in cadets by including and laying emphasis on those aspects of Institutional Training which attract young cadets into the NCC and provides them an element of thrill and excitement. Thirdly, to inculcate Defence Services work ethos that is characterized by hard work, sincerity of purpose, honesty, ideal of selfless service, dignity of labour, secular outlook, comradeship, and spirit of adventure and sportsmanship.

Extension activities in the neighbourhood community during the accreditation period:

Activities like Swatch Bharat is conducted in GANGURU, EDUPUGALLU, GOSALA, VANUKURU & MADDURU. The NSS Volunteers delivered a lecture on the Importance of cleanliness and its impact on health to the villagers. They also created awareness on Rain Water Harvesting Pits to the villagers in EDUPUGALLU and observed the raise of ground water level. Awareness programs were conducted on Solid Waste Composting, Plastic pollution, COVID Vaccine Awareness, Dietary Health benefits and Elimination of open defecation, women's rights both constitutional and legal, Girl Child Education, Literacy Awareness, and School Dropouts. A one week special camp drive was organized by NSS at MADDURU village on Plantation of trees. In addition to these, training was also conducted to the unemployed youth to make them valuable contributors to society.

Medical camp was conducted in VANUKURU village. After the survey in the village, ortho problems and body pains are identified as the major problems. So a Medical camp was organized with orthopaedic doctors and medicines were also distributed by Deepak Multispecialty Hospital. Blood donation camps were conducted inside and outside the college in association with various Hospitals which was very

helpful for the needy and poor people.

Various fund raising activities were conducted that gives financial support for needy people and welfare organizations. NSS volunteers extended their services towards Online COVID-19 CII YI task force and developed own COVID-19 Help desk during covid pandemic time.

NSS volunteers gave their best services to the devotees during Mahashivarathri Festival at Sri Ramalingeswara Swamy Devasthanam, Yanamalakuduru.

File Description	Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

Dhanekula Institute of Engineering and Technology has carried out various extension activities outside the campus – in and around Vijayawada city and has received various rewards and appreciation letters from government and non-government agencies. The students of the institution with the support of faculty members have carried out various activities.

The prime objective of carrying out the extension activities is to enable the student community to be socially responsible. Possessing an attitude of service is considered essential for professional by the institution. The extension activities are carried out in various agencies which include NSS and NCC.

The activities carried out by the institution for which recognition are extended are herewith described in brief:

The students of DIET have carried out various social service programs which include medical camps in surrounding rural areas, student personality development programs in municipal and panchayathi schools to the students of 8th to 10th standard, donating blood to the needy in times of emergency. All these activities carried out in association with Rotary Club and Indian Red Cross Society.

The students of the institution actively participate every year in the annual festivities of the Maha Siva Ratri Festival at Sri Ramalingeswara Swamy Vari Devastanam, Yanamalakuduru, Vijayawada. The students provide drinking water, butter milk, other food items to the pilgrams who visit, the most busiest temple of Vijayawada.

The students of DIET engage in a variety of creative and impactful fundraising activities to support various causes and initiatives.

The students of the institution actively participate in the Clean India Campaign, demonstrating a strong

commitment to environmental sustainability and community welfare. Through a series of organized initiatives, our student body engages in efforts to promote cleanliness, hygiene, and a greener environment.

The letters of appreciation/awards/recognitions received the institution from various government and other recognized bodies is given here below:

- INDIAN ASSOCIATION FOR BLIND
- PENAMALURU, PANCHAYATHI
- NEW CITY BLOOD BANK, VIJAYAWADA
- FEST SAMACHAR
- INDIAN RED CROSS SOCIETY
- LIONS BLOOD BANK VIJAYAWADA
- INDIAN INSTITUTE OF TECHNOLOGY, DELHI
- ENDORSEMENT DEPARTMENT OF RAMALINGESWARA TEMPLE
- VIVEKANANDA YOUTH ASSOCIATION

File Description	Document
Provide Link for Additional information	View Document

3.4.3

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

Response: 25

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	07	01	08	05

File Description	Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration

3.5.1

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

Response: 14

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

1. Classrooms: The college has 74 spacious, ventilated, and well-furnished classrooms with projectors and Internet with a seating capacity of a maximum of 80.

2. Laboratories: 63 Laboratories are well equipped to carry out curriculum activities. In addition, 3 laboratories are dedicated to research activities with a seating capacity of a maximum of 80.

In addition to regular curriculum labs, the college established more than 6 centres of Excellence in collaboration with industry for skill upgradation in advanced technologies in the last five years.

- **Drone Research and Development Centre**
- **Intel Intelligent Systems Lab**
- **ORACLE ACADEMY**
- **Texas Instruments Lab**
- **Chief Minister's Skill Excellence Centre**
- **DASSAULT 3-D Experience Centre**
- **NVEDIA AI & ML Lab**

3. Drawing Halls: Drawing halls are equipped with Drawing tables, Stools, Fans, Lights with good ventilation, and ambience with a seating capacity of a maximum of 70.

4. Library: The college has a Central Library which is furnished with various National and International journals Technical and other Magazines, and CD ROMs on different engineering subjects.

5. Seminar Halls: The college has 5 seminar halls with ICT technology to conduct Faculty Development Programs, Seminars, Webinars, and workshops for students and faculty with a seating capacity of 200. In addition also has a well-equipped auditorium with 800 seating capacity.

6. Drone R&D Center: The lab was established in collaboration with Dronix Engineering Ltd, Israel to facilitate hands-on experience in drone technology.

7. Technology Business Incubator: The lab was established in collaboration with the Ministry of MSME for the implementation of IOT applications in the Agriculture sector.

8. CM Center of Excellence & 3D Experience Centre: The skilled labs were established in collaboration with the APSSDC to upgrade the skills of the students as well as faculty.

9. Remote Centre: The Institute is acting as a "Remote Centre" by the National Institute of Technical Training and Research, Chandigarh to organize FDPs, workshops, and webinars.

10. ICT as a Learning Resource: The institution has 1710 PCs, much more than the actual requirement as per AICTE, disseminated to every department for use in everyday utilization. Each department is furnished with LCD projectors and Overhead projectors. Internet and intranet with 560 Mbps transfer speed are accommodated for every department and computer centers.

11. Cultural Activities: Dhanekula's Samskruthi – Art, Literary and Cultural Cell, of our college carved out a special niche for itself in the field of Art, Literary and Cultural activities. The students organize and participate in many cultural activities like singing, dancing, skits, debate, elocution, painting etc.

12. Sports: The College is encouraging and providing facilities to students to participate in outdoor games like volleyball, Throw ball, Tennikoit, Kabaddi, Kho-kho, Foot Ball, Basketball and Cricket nets. Indoor Games like table tennis, Chess and Carroms.

13. Yoga Centre: To develop Yoga as a daily life Activity College periodically conducts various asanas for both students and faculty on campus to create awareness of the benefits of yoga.

14. Gymnasium: The college has two separate gyms for boys and girls. Boy's gym consists of 12 station gyms and individual stations, Girls gym has an individual station.

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

4.1.2

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

Response: 35.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
346.35	220.84	51.13	242.88	173.62

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Central Library of Dhanekula Institute of Engineering & Technology was established in year 2009.It is fully automated with a rich collection of books, national and international journals, technical and other magazines, CD ROMs on different engineering subjects. This Library follows open access system, student & faculty library card based circulation process and OPAC (Online Public Access Catalogue) literature search. The central Library provides facilities to edify research for faculty /students for seeding research work. The following are the facilities provided:

1.	Carpet area of library(in sq.m)	1248.6
2.	Reading space(in sq.m)	875.5
3.	Number of seats in reading space	450
4.	Number of users(issue book)per day	50 to 80
5.	Number of users(reading space)per day	400 to 500
6.	Timings: During working day, weekend and Vacation	8:00AMto8:00PM, 9:00AMto12:30PM
7.	Number of library staff	2
8.	Number of library staff with a degree in Library	2
9	Library Management	Yes
10	Computerization for search ,indexing	Yes
11	Issue/return records bar coding used	Yes
12	Library services on	Yes

	Internet/Intranet INDEST or Other similar membership archives		

Library Automation: Central library is fully automated using E-CAP software and OPAC (Online Public Access Catalogue) which is used by students, faculty to search books by title/ author name etc. E-CAP software is totally integrated software package encompassing all aspects of library management.

Name of ILMS Software	Nature of Automation	Version	Year of Automation
ECAP	Fully	3.5	2022-2023
ECAP	Fully	3.5	2021-2022
ECAP	Fully	3.5	2020-2021
ECAP	Fully	3.5	2019-2020
ECAP	Fully	3.5	2018-2019

1. The college central library is an institutional member of DELNET. It provides web access to 11, 24,250 records and 1, 40,195 thesis and dissertations. It is connected with 8068 libraries, Union list of journals-109236.
2. Access to these– resources/ NPTEL

Collection of books, Journals and e-sources: The Library has a collection of 24000 volumes and 5859 titles, 10138 PlusE-journals; foreign author books like spinger, Cambridge University press are maintained.

Digital Library: The Digital Library is equipped with 15 systems, in which users can access e-resources like **IEEE, J-Gate, ASTM** Digital Library and **DELNET**.

DELNET: Our Institute membership of Developing Library Network (DELNET) offers inter library loan & document delivery services which provides access to more than **10,664** e-books, **37,847** journals, **63,100** CD-ROMs and also **1,40,195** thesis, **6,000** video recordings available and **8,068** libraries member in DELNET.

Availability of digital library content:	ECAP
Number of e-books,etc.:	5000
Availability of an exclusive server:	Yes
Availability over Intranet/Internet:	46Mbps
Availability of exclusive space/room:	450
No of systems available in digital library to access all e-resources and video streaming e-learning program	15
Number of users per day	400 to 500

File Description	Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

The college has a well-established IT infrastructure with advanced laboratory equipped with an ultra-modern updated equipment. There by students can get hands on experience with technology related skills. Computing resources are one of the mostimportant and mandatory needs of college which can satisfy the requirements of students and staff for better teaching and learning process. The laboratories have cutting-edge facilities with a very impressive ambience. The institution appraises the IT requirements from time to time. The students and faculty members are encouraged to utilize e-learning resources. Throughout the College, systems are connected in star topology, back bone is Optical Fiber cabling and CAT 6 with speed 1GBPS LAN. All together for students, staff and administration, research and development labs, library purpose etc. we have around 1500+ systems.

Internet Details: The college gets internet source from Tata leased line of capacity 500 MBPS and from BSNL leased line of capacity 30 MBPS and another from BSNL NME line of capacity 30 MBPS is available. All together 560 MBPS capacity internet is maintained by **SOPHOS Firewall** to cater all the students, faculty and administration requirements throughout the institute.

Wi-Fi: Wi-Fi enabled campus

The campus is Wi-Fi enabled. Each and every department has individual and isolated Wi-Fi bandwidth facility, college mail id'sare facilitated for students and staff for utilization. Every section has internet facility. All the students and staff are benefited with technical support to their PC or Laptops through experts from data center.

Maintained by CISCO Switches and ARUBA router access with 70 access points all around the classes, labs, seminar halls, hostels and throughout the campus.

Optical Fiber Cable (OFC) supports entire campus with a speed of 1GBPS with STAR connected Network from centralized data center.

Entire campus is under CC Camera surveillance with 200 cameras (3.2 Megapixel wide angle).

Details of the college computing facilities:

The IT infrastructure, campus buildings, and equipment are supported by a distinct, central maintenance system at the institution. Every college department has a CCTV system installed for the protection and surveillance of its students. Every department's computer lab has a strong Local Area Network (LAN)

connection.

The college has its own network infrastructure since its inception. The laboratories and the infrastructure in all respects of the internet facilities including LAN + WAN. The college has well maintained physical servers (n = 9), as well as server applications (20). The college do have a well maintained licensed version of both the (7) system software and the (25) application software. The college has Microsoft Campus Agreement from 2010 onwards. We incorporate new technologies based on technological implementation and academic criteria.

CAS – An online academic administration system developed by our own Students – An Accounting and Administration **Tally ERP 9** – Accounting**; MOODLE** –Learning resources, curriculum, lesson plan, recorded lectures, assignments, and assessments are made available online through Learning Management System (LMS) for enhancing the teaching and learning experience. All library materials are accessible to instructors and students around-the-clock.

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

4.3.2

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

Response: 2.06

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

Response: 1108

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 36.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
364.35	220.84	51.13	242.88	173.62

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 67.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
1625	1438	1354	1240	1232

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.2

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

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

Response: B. 3 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.3

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

Response: 51.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
1169	1075	1027	928	1049

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

5.1.4

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

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

Response: D. 1 of the above

File Description	Document
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)

5.2 Student Progression

5.2.1

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

Response: 72.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
239	336	343	328	366

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

2022-23	2021-22	2020-21	2019-20	2018-19
430	402	467	441	498

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.2.2

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

Response: 11.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	18	05	05	22

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 12

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	00	00	10	01

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 17.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	13	10	22	23

03-01-2025 11:34:27

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

5.4 Alumni Engagement

5.4.1

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

Response:

Dhanekula Institute of Engineering and Technology, established in 2009, is located in Vijayawada, commenced its educational venture and saw the graduation of its inaugural batch in 2013. A significant milestone occurred in 2014 with the formation of the "Alumni Association of Dhanekula Institute of Engineering & Technology." This association, committed to strengthening ties between past students and the institute.

The Alumni Association actively works to build a strong relationship through various activities, programs, and services. Every year, the institute, in partnership with management, mandates all alumni to participate by joining the association, showing their lasting commitment to Alma.

The Alumni Association actively strengthens relationships through activities and programs. Every year, the institute, in collaboration with management, requires all alumni to join, demonstrating their lasting commitment to their alma mater.

The association does reunions; it actively organizes programmes like "Alumni Talks" to connect the experiences of former students with the goals of current ones. These sessions offer valuable insights and real-world perspectives, fostering a mutually beneficial relationship between different generations of the institute's engineering community.

At the core of the association's values are the promotion of unity, brotherhood, cooperation, and a culture of mutual assistance among its members. These values manifest in concrete ways, including offering financial aid to deserving students, acknowledging academic excellence with awards across all engineering branches. Through these actions, the association exemplifies social responsibility and reflects the values instilled in its members during their early years at the institute.

Communication is crucial in the connection between the Alumni Association and the institute's leadership. Regular interactions help both sides understand the institution's changing needs and what it expects from its alumni. The annual alumni meetings, which involve active participation from college administration and senior faculty from various departments, are important forums for seeking advice and gaining support for the ongoing development of the institution. Taking place in April, these gatherings

allow alumni to reconnect and make meaningful contributions to the continuous improvement and growth of their Alma.

The Alumni Association is officially formed in 2017 with Registration No. 135/2017/Vijayawada, signifying a notable achievement. This formalization provided a structured framework for the association's activities, reinforcing its role in the institute's ecosystem. Additionally, the creation of a WhatsApp group enhanced communication, promoting active interaction among alumni members across geographical boundaries and time zones.

In summary, the Alumni Association of Dhanekula Institute of Engineering & Technology serves as proof of the lasting connection between the institution and its alumni. More than a typical alumni network, it represents a culture of collaboration. As the association grows, it continues to be a lively symbol of the lasting impact of education and culture within the institute.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Dhanekula Institute of Engineering and Technology was established in 2009 with a

Vision

To Pioneering Professional Education through Quality.

Mission

1. Providing Quality Education through state-of-art infrastructure, laboratories and Committed staff.
2. Moulding Students as proficient, competent, and socially responsible engineering personnel with ingenious intellect.
3. Involving faculty members and students in research and development works for betterment ofsociety.
4. The vision of the Institution is achieved by empowering the internal as well as the external stake holders.

The mission enables the students and staff to assess the societal needs and work as a team fulfilling the requirements.

The mission statements reflect the institution's distinctive characteristics of training students to face the global challenges; venturing them into creative ideas through innovation activities for development of products or process to serve the society with commitment.

Dhanekula Institute of Engineering & Technology has an independent administrative structure with eminent personalities as governing body members.

Dr V S S Kumar, Chairman,NITTTR Chennai & Former VC JNTUK, Dr V S Rao, Former Director, BITS Pilani, Sri D K R K Ravi Prasad, Sr AGM(retd.), Bharat Electronics Limited, Machilipatnam and all other members of GOB actively participate in the scheduled Governing Body meetings and share their views and opinions contributing for the strategic growth of the institution.

The outcomes are –

- Enhancement of the intake from 240 (with four undergraduate engineering courses in 2009-10) to 1038 in 2022-23 with 7 Under Graduate, 2 Post Graduate and 5 Diploma courses at present.

- Establishment of NCC unit in the campus with 50 registrations every year under 1(A) EME COY NCC, Vijayawada, and Institutional self-sponsored NSS unit in 2010 and recognised by JNTUK, Kakinada.
- Proposed for construction of 70000 Sq. ft. in third floor for additional facilities like Inter departmental collaborative research and incubation centres and Upgradation of existing centre of excellences and establishment of new skill centres.

Principal is authorized by the GOB to take timely decisions for smooth functioning of the institution and supported by various committees as mentioned below for effective functioning of the institution there by giving an opportunity for every faculty to display their leadership qualities.

1. Exams / Time-table / Admission Committee
2. Training and Placement and Career Guidance Cell
3. Library Committee
4. Student Counselling Cell
5. Sports, Games and NCC Committee
6. NSS committee
7. Art, Literary & Cultural Cell
8. Internal Training Committee
9. Industry Institute Partnership Cell
10. Entrepreneurship Development Cell
11. Public Relations, PRESS & media, Committee
12. Alumni Coordination Committee
13. R&D and Consultancy
14. Professional Societies & Association
15. Electrical and Generator Maintenance Committee
16. Computer& Network maintenance/Website/ ICT Committee
17. Anti Ragging
18. News Letter Coordination Committee
19. Students/Staff/Faculty Grievance Redressal Cell
20. Women Welfare/Sexual harassment eradication cell
21. General Maintenance Committee
22. Transport committee
23. Social welfare committee
24. Hostel Committee
25. Purchase& Stores Committee
26. Right to Information Cell
27. Medical Committee
28. Canteen/ Housekeeping/Hygiene /Sanitation Committee
29. Internal Quality Assurance Cell
30. Department Assessment Committee Coordinator
31. OBC Cell
32. Committee for SC/ST
33. Minority Committee
34. Internal Complaint Cell
35. Green Committee

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Dhanekula Institute of Engineering and Technology has been providing value-based education to produce competent and confident graduating engineers, equipped with a sense of responsibility towards society, ecology and the environment. The institute continuously strives to maintain an environment which enhances student's creativity, inculcates practical skills and nurtures their enterprising capabilities. It has been accomplished through continuous support and encouragement by the management to students for undertaking industrial-oriented, product-based projects.

A comprehensive Enterprise Resource Planning (ERP) system has been established to improve the efficiency and transparency of the academic, administrative, and financial operations of the Institution. The institution has been continuously improving its internal support systems through the recruitment and training of personnel for the activities relevant to admissions, examinations, organizational infrastructure maintenance, website maintenance, IQAC etc.

The institute is hosting an Industry Institute Interaction (III) cell to ensure collaboration with industries in the pursuit of making the budding Engineers industry ready and for augmenting the faculty research in a big way.

The institution maintains an alumni cell. Contribution of Alumni in the form of professional guidance to students, financial assistance, offering internship and placement opportunities have influenced Institute's evolution and growth significantly. The organization cherishes its association with its alumni.

Since its inception, the institute has been committed to develop a clean and green campus. The existing Green Campus Committee consists of representatives from the students and faculty. Certain suggestions from the committee viz. use of renewable energy, implementation of solid waste and wastewater management systems and recycling efforts have been implemented to achieve the current green and pollution-free campus status.

The governing body of the Institution is the functional spearhead which looks after the overall growth of the institution. In strict adherence to the policy guidelines received from the regulatory bodies viz. AICTE and the affiliating University, the institution devises directives while taking into consideration the suggestions received from the College Academic Council, Department Advisory Boards, and other committees e.g. Staff Committee etc. The governing body also reviews and passes the annual budget of the college.

The principal is the Chief Academic Administrator and ascertains smooth interaction between the management, staff and students and is solely responsible for the day-to-day administration of the institution in all aspects. He makes all sorts of financial decisions in consultation with the management. Heads of the departments are responsible for the functioning of their respective departments, as per the

policies of the institution.

The Administrative Officer looks after the day-to-day administration of the college and helps the principal in implementing the Institutional Policies, Strategies and complaints with the office. In addition to the College Academic Council, there are 33 other committees like the student counselling cell, internal complaint committee, the committee for SC/ST/OBC cell, etc, which addresses various aspects of Institutional governance and administration.

Every committee shall have a coordinator at institutional level appointed by principal and one faculty member from each department.

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Dhanekula Institute of Engineering and Technology's administration has implemented a robust faculty performance appraisal system, evaluating educators on teaching effectiveness, research contributions, professional development, and institutional service. Employing a comprehensive approach, the system ensures continuous improvement, aligning faculty goals with institutional objectives to enhance educational quality and scholarly excellence.

Recognizing employees as pivotal stakeholders shaping organizational effectiveness amidst dynamic environments, Dhanekula Institute of Engineering & Technology's management has instituted diverse pecuniary and non-pecuniary welfare initiatives to enhance employee well-being and stability within the institution.

Pecuniary welfare schemes are.

1. **Maternity Leave:** Dhanekula Institute of Engineering and Technology recognizes the importance of work-life balance, providing maternity leave by considering their service to support the well-being of its female employees during significant life events.

2. **Sabbatical Leave for Pursuing Research:** In fostering a culture of academic excellence, the institute grants sabbatical leave to faculty members by considering their service in that period, encouraging them to pursue dedicated research endeavours and contribute to the advancement of knowledge.

3. **Discount Transportation Facility:** Employees benefit from a discounted transportation facility, enhancing accessibility and convenience in commuting to and from the institute.

4. **Financial Assistance for Conference (National/International):** The institution supports the professional development of its staff by providing financial assistance for attending conferences, both nationally and internationally, fostering knowledge exchange and networking.

5. **Reimbursement of TA & DA Incurred Towards Attending FDP/Workshops/Seminars:** The institute facilitates continuous learning by reimbursing travel and daily allowances for faculty attending workshops, seminars, and Faculty Development Programs (FDPs).

6. **PF, ESI for teaching and non-teaching Staff:** Prioritizing the welfare of teaching and non-teaching staff, the institute provides benefits such as Provident Fund (PF) and Employee State Insurance (ESI), ensuring financial security and healthcare coverage.

7. **Group Insurance for Staff Members:** The institute underscores its commitment to staff well-being by offering group insurance coverage, providing a safety net for unforeseen circumstances, and enhancing the overall job security of its employees.

Dhanekula Institute of Engineering and Technology prioritizes the holistic professional development of its staff through a comprehensive range of non-pecuniary welfare initiatives, harmonizing with existing financial schemes.

The institute emphasizes continuous learning through technical workshops; ensuring educators stay current with syllabus advancements and emerging technologies. Active faculty development programs empower teachers with evolving pedagogical tools, while encouragement for industrial training and professional memberships enhances practical knowledge and networks.

Tailored training programs extend benefits to non-teaching staff, fortifying their skills. Faculty members are actively supported in pursuing qualification improvement, including dedicated time for coursework and research, especially for those undertaking PhDs. This encompassing approach underscores the institution's unwavering commitment to cultivating a dynamic and continually evolving professional environment, affirming the value placed on the growth and well-being of its esteemed employees.

6.3.2

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

Response: 37.34

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and**

towards membership fee of professional bodies year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
65	36	49	45	32

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[View Document](#)

6.3.3

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

Response: 57.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
124	121	117	119	104

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

2022-23	2021-22	2020-21	2019-20	2018-19
83	83	83	83	83

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Institute follows a very much arranged procedure for the mobilization of funds and resources. The process includes different committees of the establishment along with the Department Heads and account officers. The organization has planned a few explicit standards for use of funds and resource utilization.

Mobilization of funds, the student Tuition fee is the major source of income to the institute.

The administration gives need-based advances to individual departments. Different government and non-government organizations support funds for workshops and seminars. Alumni meet is conducted every year and motivate them to give technical support for their juniors. Alumni sponsors funds to the organization to buy things such as water coolers, wall clocks, etc.

For the smooth running of our organization, different committees have been formed, each committee studies its own field and analyzes requirements and then transfers it to principal with planned expenses.

A finance committee has been comprised to screen the usage of funds for different recurring and non-recurring expenses. The purchase committee seeks quotations from vendors for the purchase of equipment, PCs, books, and so on. The quotations are examined by the purchase committee before a final decision is made in view of boundaries like evaluating, quality, terms of administration. The principal, and purchase committee along with the records division guarantee that the use exists in the financial plan.

Before the financial year begins, Principal and Heads of Departments prepare the college budget. The institutional budget includes recurring expenses such as salary, electricity and web charges, fixed and other upkeep costs. It includes planned expenses such as lab equipment purchases, furniture, and other advancement costs.

The budget is scrutinized and approved by the management and Governing Council. Accounts department and purchase department monitor whether expenses are surpassing spending plan arrangement.

Statutory auditors are also appointed to certify the financial statements in every financial year. The

internal audit is conducted every year and if any deviations will be brought to the notice of the Principal and Management. The grants received by the college are also audited by certified auditors.

Optimal utilization of assets

1. Travel grants can be sanctioned to personnel to present research papers at conferences in India or abroad, contingent upon availability of funds.
2. Compelling use of foundation is guaranteed through the arrangement of sufficient and very capable lab specialists and framework directors.
3. The optimal utilization is ensured through encouraging innovative teaching-learning practices.
4. The available physical infrastructure is optimally utilized beyond to conduct remedial classes, co-curricular activities/extra-curricular activities, parent- teacher meetings.
5. Library functions beyond the college hours for the benefit of students, faculty, and alumni.
6. The college infrastructure is utilized as an examination centre for Government examinations/University Examinations.

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Dhanekula Institute of Engineering & Technology formed an Internal Quality Assurance Cell (IQAC) on 01.06.2016. Earlier, the academic committee was taking care of all the roles and responsibilities of the IQAC. The cell is coordinated by a team of faculty representatives from all the departments. IQAC coordinator and members ensure the academic and non-academic achievement of organizational goals and justify the Mission and Vision of the Institute. The IQAC focuses on academic and administrative policies.

Academic Review:

The college follows a mechanism of frequently reviewing the teaching and learning processes and learning outcomes. The Academic and Administrative Audit (AAA) evaluates the fulfilment of Institutional norms of planning, execution, evaluation, research publication of papers, and conducting curricular and co-curricular activities. All the Departments in the college follow the institutional norms initiated by IQAC, such as:

1. Submission of workload requirements for the coming session.
2. Distribution of timetable among faculty.
3. Analysis of Mid marks and Annual examination results.
4. Identifying slow learners and conducting extra classes.

5. Conduction of classes for advanced learners.
6. Conduction of remedial classes.
7. Analysis of mid-exam and final examination results.

The above initiatives have been taken to strengthen academics and streamline the process of teaching and learning.

We are implementing a student mentor system. Every faculty adopts 20 to 25 students, and the faculty will act as guardians for the students. Students used to interact with the faculty for their necessities.

The following teaching-learning reforms implemented by IQAC

1. The IQAC initiates the adoption of student-centric learning through ICT and Power Point Presentation methods.
2. Every semester, student used to go for Industrial visits to enhance their skills.
3. NSS activities are carried out throughout the year.
4. We have entered into MoUs with various companies.

Quality Initiatives taken in the last five Years

1. Strategic planning and Academic Calendar for effective and timely teaching.
2. Focus on experimental learning.
3. Special classes for slow and advanced learners.
4. Taking feedback from students for the delivery of lectures.
5. Mentor-mentee system.
6. Internal-Assessment mechanism.
7. Abolition of ragging by introducing Anti Raging Committee.
8. Promotion of research publications.
9. Encouragement to participate in FDPs.
10. Student's representation in administration.
11. Organization of FDPs.
12. Organization of workshops/conferences.
13. Alumni Association.
14. Environment and green campus.
15. Internal and external academic auditing.

6.5.2

Quality assurance initiatives of the institution include:

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

such as NAAC, NBA etc.

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Dhanekula Institute of Engineering & Technology is dedicated to fostering a secure, harmonious learning, and working atmosphere. The college emphasizes mutual respect among staff and students. Learning opportunities are extended to promote good practices in maintaining gender equality. DIET ensures inclusivity for all genders, operating transparent procedures for student assessment, progression, and awards. Recruitment, selection, and progression are solely based on merit, reflecting the commitment to fairness. The college offers equal opportunities for training and staff promotion without gender bias. Upholding a commitment to a safe and respectful environment, The Institute actively engages in creating a community where everyone, regardless of gender, can thrive, learn, and contribute positively to the academic and professional landscape.

Safety, Security and Accessible Spaces: DIET is secured with a strong and solid boundary wall. Security guards are appointed by the college, having shift duties and are available for 24x7. Unauthorized access of outside people is restricted in college. DIET ensures that campus spaces are well-lit, secure, and easily accessible to all students. Continuous monitoring is done for maintaining safety and security to prevent any unappealing situation. DIET provides safe transportation options, especially during late hours.

The institute has active committees for the promotion of gender equity, like Women Welfare/ Sexual Harassment Eradication Cell and Anti-Ragging Committee **(ARC).** They are always accessible to the students to sustain their safety and security.. The institute ensures gender equity through active committees such as the Women Welfare/Sexual Harassment Eradication Cell and Anti-Ragging Committee (ARC). These committees remain accessible to students, prioritizing safety and security to create a secure and inclusive environment for all. Students are encouraged to participate in events organised by Taruni Tarangalu and SAFE (Step Ahead For Equality) for the upliftment and empowerment of women.

Counselling: Guidance for good conduct is valued, yet young minds may require polishing. A student counsellor is available to listen and offer solutions to their concerns.

Common rooms: The campus has established a spacious and comfortable Waiting Hall for girl students.

International Yoga Day: Yoga day is celebrated on 21st June every year to impart the importance of our ancient yoga practice to improve the quality of life.

Diverse Representation: DIET encourages student participation of both boys and girls in traditionally gendered activities like: **Sankranthi Celebrations:** Prior to the festival holidays the event is celebrated with few competitions like Mehendi and Rangoli Competitions for Girl students to bring out their artistry talent and Kite flying for boys to test their ability of science by their gross motor skills behind fun and entertainment. These events are celebrated under Dhanekula's Art, Literary,Cultural Cell.

Awareness Programs: DIET annually conducts Few awareness programs across various contexts, including personal, social, environmental, and organizational levels for holistic personal development.

International Women's Day: Annually **International Women's day** is celebrated on 8th March for the promotion of gender equity.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: B. 3 of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	**View Document**

7.1.4

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

Response:

Creating an inclusive environment that nurtures tolerance, harmony, and awareness of diversity relies heavily on the pivotal efforts and initiatives undertaken by the institutions. These endeavours span cultural, regional, linguistic, communal and socioeconomic dimensions, reflecting a commitment to citizen's constitutional obligations. The institution manifests its dedication to fostering inclusivity and awareness through a range of events and initiatives.

Constitutional obligations:

National Voters day: National Voters day is commemorated with the aim of raising awareness among the young about the significance of voting. DIET has conducted activities such as Essay Writing to motivate students and employees to actively participate in the democratic process by exercising their voting rights. The overarching goal is to encourage individuals to contribute to the democratic system and play an integral role in shaping the future through the power of their votes.

Republic Day: Republic Day is celebrated in DIET with flag hoisting ceremonies,speeches for students and employees of their constitutional obligations, rights, duties, and responsibilities as citizens.

Independence Day: The institute celebrates this day to remember the events or contribution of our leaders in building the nation. The celebration aims to instil a sense of civic duty and patriotism while emphasizing the significance of actively participating in the democratic framework

Constitution Day: Constitution Day, also known as Samvidhan Divas or National Law day, is observed to recognize and appreciate the invaluable contributions of the framers of the Constitution and to educate the students and employees about its fundamental values. As part of this celebration, a live telecast of the program held in the central hall of parliament is administered in DIET.

Cultural, Regional and Linguistic:

Dussehra celebrations: During the Dussehra celebrations, DIET organized a range of Competitions, Including Dancing and singing contests. The aim was to boost participant's confidence levels and their talents.

Sankranthi celebrations: The institute has organized events like kite flying, Rangoli, Traditional walk and the students enthusiastically engaged in cultural performances, nurturing communal harmony and demonstrating respect for diverse traditions.

Communal Socioeconomic Diversity

World Soil day: World Soil day is dedicated to inspiring individuals in the organization to partake in endeavours that advocate for the responsible management and safeguarding of soil resources. Its scope goes beyond agriculture, addressing wider environmental issues such as biodiversity conservation, climate change mitigation, and water resource management. The primary objective is to cultivate a worldwide appreciation for the pivotal role soil plays in sustaining life on Earth and to promote collaborative initiatives aimed at preserving this indispensable natural resource.

World Ozone day: World Ozone day serves as a poignant reminder of the critical role played by the ozone layer in shielding life on Earth from the harmful effects of the sun's ultraviolet (UV) radiation. This occasion serves as a platform to enhance awareness regarding the depletion of the ozone layer, its implication for both human health and the environment, and the continuous endeavours undertaken globally to combat this pressing environmental challenge.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice -I

1. Title of the Practice: Kovida - Professional certifications done by students

2. Objectives of the Practice: Professional certifications bridge the gap between Institutions and Industry by enriching the knowledge of students beyond the curriculum. Certifications make the students Industry-ready professionals by obtaining the certification in specific technologies. Certifications provide the students the opportunity to complete different certificate courses within the stipulated time period of their regular UG programme.

3. The Context: Despite best efforts at developing a curriculum for bringing out professional engineers, attempts like collaboration with the concerned industry sector are being developed to understand the industry needs and fill the gap at the undergraduate level through add-on programs. As engineering content delivery is being mostly textbook-oriented and traditional, students hardly ever get to understand

or be exposed to state-of-the-art developments in their respective fields.

4. The Practice: Certifications play an important role as they are credible because of third-party assessment of one's skill and knowledge. They demonstrate the commitment to superior professionalism, upholding industry standards, and continued learning.

Institute follows thorough planning in conducting various certification courses in collaboration with eminent industries to provide specialization courses to the Engineering students. This helps to bridge the skills gap among students in various fields. A planned time management along with the academics are integrated with the regular timetable to obtain certification from Organizations like Microsoft, AWS Cloud, Edu Skills, IIT Bombay, and more.

Students have certified in Microsoft Azure IOT Developer, Microsoft Data Engineering from Microsoft, and from Edu Skills they are certified in AWS Cloud Virtual, AWS AI&ML, and Android Developer. From IIT Bombay spoken tutorials platform students achieved certification in C++ and Python.

Students receive certification as a document stating that he/she has to meet a specific set of criteria for a specific role. Having such certifications in the resume makes an impact on employers as they see the job seekers who is a proactive and committed person towards his/her career.

5. Evidence of Success: One of the big benefits of holding a certificate is transparency. A certificate for passing an exam conveys a specific message that the person has knowledge and professional expertise, has worked on their career development, and is interested in gaining new skills and with adequate certifications, one can prove to be job-ready and make the expertise recognized.

Students who gained certifications from reputed corporate bodies like Microsoft has immensely helped them in improving the hands-on aspects. Students who participated in developing interesting mini-projects and major projects addressing real-time problems certainly provide feasible solutions for real-life problems using technology platforms

6. Problems Encountered and Resources Required: This can be achieved only when students start learning new technologies. By gaining these relevant certifications student's competence and commitment to the work will be proved.

To make the system more effective, faculty are required to guide and motivate the students by explaining the opportunities and advantages in their careers after completion of their certification programs. The institute is well equipped with infrastructure, resources required like high-speed broadband connection, well established state of art labs in terms of resources.

Best Practice -II

1. Title of the Practice: Abhyasa - Practice

2. Objectives of the Practice: Practice is important in education as it helps students retain knowledge for longer periods. Over the span of four years course students acquire knowledge from continuous learning. Abhyasa guarantees our graduates acquire employable skills by continuous practice with assessment using our examination practice platform. The student knows about the strong knowledge they have and areas to be improved in this continuous practice.

3. The Context: Education makes students to acquire knowledge as knowledge is always powerful. In achieving it one should make use of regular practice to get deep insights, applications and improvement. Practice makes perfect. DIET is always ahead of others by understanding the importance of regular practice with continuous assessment provided with the latest assessment platform.

4. The Practice: The institute has initiated a dedicated department, the Skill Development Centre, with a focus on industry-related training, which comprises highly qualified trainers with expertise in various fields, in addressing the requirements of job market. So, the department offers courses in Aptitude, Quantitative theory, Soft and Technical Skills. These courses are tailored for 2nd and 3rd-year students, with syllabi designed in accordance with job market needs.

In this regard, the institute has the Continuous Assessment Platform "Instacks" to evaluate every student on these special skills they have learnt. More number of choices are present in this portal to do this exercise of evaluation of individuals and to conduct mock tests related to the companies offering placements.

The institute has a customized Assessment platform to help the students for the competition tests. Instacks as an Examination practice platform helps the students to practice exams, and also as an Assessment platform like where to be improved by looking into the different dashboards. It has an Intuitive Interface to create and manage courses effortlessly along with Mobile Accessibility to empower learners to access courses on their preferred devices, anytime, anywhere.

5. Evidence of Success: The college has a training and placement cell which provides training to students in different skill-oriented courses. T&P will bring industry experts to provide training to students as per job market.

Instacks as a platform of assessment supports to test the student knowledge by writing exams of learned concepts in a continuous practice. Improvement is observed in writing more mock tests on Aptitude, Soft and Technical Skills of different levels made easy using this platform. Students will achieve confidence, critical problem-solving and from experience gains new insights.

6. Problems Encountered and Resources Required: Students are more keen on building their careers as they know the difficulties and struggles in achieving the dream job and are more interested in such kind of knowledge improvement practices. This activity facilitates opportunities and benefits in placements, and career opportunities after completion of certification programs. The assessment platform a customized Instacks - SaaS instigated by the Institute, the Infrastructure, and required resources such as high-speed broadband connection, state of the art labs are well established in the institute.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

I. Distinctive Academic Process

1. **Teaching learning process & Online courses for Self-learning:** Faculty rigorously plan courses, adhering to institutional processes for seamless teaching. Classrooms with LCD projectors enhance the learning experience. Both students and faculty must acquire certifications, including from NPTEL/IIT Bombay, to enrich their knowledge.
2. **Continuous Internal Evaluation System (CIE):** The institution evaluates students through six class tests (CIE) aligned with unit completion, two online quizzes (MID-1 and MID-2), and semester-end examinations administered by the university.
3. **Tutorial & Remedial classes and Bridge courses:** Specialized tutorials reinforce design concepts and offer remedial sessions for students scoring below 50%. Tailored bridge courses empower lateral entry students beyond their Diploma curriculum for effective pursuit of the undergraduate course.
4. **Mentoring system:** A designated faculty counselor oversees the academic progress and well-being of every 20 students in their assigned class, ensuring continuous monitoring and support.
5. **Feedback system:** Semesterly student feedback and post-program 'Exit Feedback' are collected, while alumni input, as essential stakeholders, informs comprehensive institutional improvements.
6. **Communication, Soft and Technical skills:** Integrated language labs and skill development courses strengthen students' listening, speaking, reading, and writing abilities. The curriculum includes soft skills training covering quantitative, logical, and aptitude skills, along with regular workshops for both basic and advanced technical skills, enhancing students' employability.
7. **Faculty development programs:** The institution actively encourages faculty participation in local workshops, conferences, and seminars as a vital aspect of their professional development programs.
8. **Co-curricular and Professional bodies activities:** The institution hosts DHANUSH-2K and various technical events through student chapters, while Dhanekula Samskruthi organizes extracurricular activities to showcase students' talents.
9. **Career Guidance, Training and Placement programs:** The institution features an exclusive Training and Placement Cell, which not only conducts Campus recruitment Training classes but also seamlessly integrates them with the regular classwork.
10. **MOUs for Industry Institute interaction:** The institution has established Memorandums of Understanding (MOUs) with diverse corporate industries, aiming to enhance the industrial exposure of students and facilitate internships during semester breaks.
11. **Entrepreneurship Initiatives:** Motivational speeches on entrepreneurship by industry professionals are organized frequently to inspire students and cultivate an entrepreneurial mindset.
12. **NSS activities:** NSS volunteers partake in tree planting, clean-and-green camps, and health awareness activities like eye check-ups and blood donation drives in adopted villages.
13. **Greenary:** The abundant greenery on our campus creates a harmonious and vibrant atmosphere, positively impacting the well-being of everyone.

II. Academic Achievements: Fostering Quality Education

1. **Furnished Classrooms:** Dhanekula Institute of Engineering and Technology (DIET) takes pride in its commitment to creating optimal learning environments. Each classroom is meticulously furnished, offering students a conducive space for academic growth. The emphasis on ventilation and contemporary teaching tools ensures that the educational experience transcends traditional boundaries.

2. **State-of-the-Art Laboratories:** DIET's commitment to academic excellence extends to its well-equipped laboratories. These spaces provide students with hands-on experience and exposure to modern instruments. The laboratories serve as hubs for practical learning, aligning with the institution's vision of producing graduates well-versed in cutting-edge technologies.

3. **Impressive Auditorium Facilities:** The institution boasts an auditorium with a seating capacity of approximately 600, designed with modern amenities such as air conditioning and soundproofing. This space is not only suitable for academic presentations but also serves as a venue for workshops and other activities. The commitment to create a versatile space underscores DIET's dedication to providing holistic educational experiences.

4. **Seminar Halls for Specialized Learning:** DIET recognizes the importance of specialized learning within each department. Separate seminar halls, each accommodating 200 individuals, are furnished with LCD projectors, audio systems, public addressing systems, and Wi-Fi. These halls facilitate a focused and interactive learning environment, aligning with the institution's commitment to tailored educational experiences.

III. Research Achievements: Pioneering Multi-disciplinary Approaches

1. **Projects Rooted in Courses and Curriculum:** DIET's research endeavors are deeply rooted in courses, curriculum, social impact, and certificate programs. The institution views research as an integral part of the learning process, providing students with exposure to advanced methods. This holistic approach ensures that research is not isolated but embedded within the broader educational framework.

2. **Interdisciplinary Curriculum Design:** A distinctive feature of DIET is its emphasis on interdisciplinary curriculum design. The institution employs strategies that encourage students to bridge various disciplines, fostering a holistic understanding of complex topics. This approach empowers students to connect ideas and concepts, promoting a more profound and interconnected knowledge base.

3. **Evolution of Learning Through Interdisciplinary Routes:** DIET's commitment to the evolution of learning is evident in its encouragement of students to explore interdisciplinary routes. By linking courses presented in distinct semesters, students develop a comprehensive understanding of subjects. This innovative approach goes beyond traditional disciplinary boundaries, nurturing critical thinking and adaptability.

4. **Engagement of Educational Specialists:** Recognizing the value of external expertise, DIET regularly invites educational specialists and professionals. Their knowledge is harnessed to establish and enhance interdisciplinary approaches in the learning process. This engagement ensures that students benefit from real-world insights, enriching their educational experience and preparing them for the challenges of the professional world.

IV Holistic Development: Nurturing Critical Thinking and Character

1. **Disciplined Environment:** Beyond academic and research achievements, DIET places a strong emphasis on character development. The disciplined environment maintained at the institute contributes significantly to the overall growth of students. This commitment prepares them not

only for academic success but also for the challenges they may encounter in their professional and personal lives.

2. **Fostering Critical Thinking:** DIET's commitment to fostering critical thinking is embedded in its approach to education. The emphasis on interdisciplinary learning, hands-on experiences in laboratories, and exposure to real-world insights cultivates a mindset of inquiry and analysis. Students are encouraged to question, explore, and connect ideas, contributing to the development of critical thinking skills.

3. **Innovation as a Core Value:** Innovation is woven into the fabric of DIET's educational philosophy. The institution recognizes the importance of nurturing innovative thinking among students. Whether through research projects, interdisciplinary approaches, or exposure to advanced technologies, DIET always seeks to instill a sense of creativity and innovation that goes beyond the confines of conventional education.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

Dhanekula College of Engineering and Technology(DIET) was established in 2009 by Sri Dhanekula Ravindranadh Tagore with the primary goal of providing quality engineering education to students. The institution is committed to nurturing students through acquiring knowledge, fostering innovation, and cultivating a social and scientific perspective to pursue academic excellence.

DIET offers eight undergraduate (B.Tech) and two postgraduate(M.Tech) programs. These programs are affiliated with JNTUK (Jawaharlal Nehru Technological University, Kakinada) The UGC has conferred autonomous status from the academic year 2023-2024. All the UG and PG programs at DIET are approved by the All-India Council for Technical Education, New Delhi (AICTE).

The institute places great importance on meeting regional and global requirements to provide excellent and comprehensive education in an environment conducive to learning and cutting-edge research. Collaborations with various institutes and industries have helped faculty and students at DIET to share and gain knowledge in professional areas and the surrounding community. The institutional National Service Scheme (NSS) Unit actively promotes students' sense of community service, social responsibility, and civic engagement. DIET focuses on imparting life skills and soft skills to students while also motivating them and the faculty to participate in various extracurricular events, community programs, and health awareness initiatives.

The teaching-learning processes at DIET are student-centric and incorporate innovative practices to ensure excellent learning outcomes and provide the best opportunities for students. The college has adequate infrastructure, including ICT-equipped classrooms, multimedia facilities, laboratories, libraries, and e-learning resources. Student support systems, such as mentoring programs, career guidance, and placement services, are also in place. DIET strives to provide the best services to all its stakeholders through its human resource development, research, and extension activities.

The institution takes pride in its dedicated faculty, state-of-the-art infrastructure, well-equipped laboratories, resourceful library, residential hostels, transportation facilities, and green and environment-friendly campus.

Concluding Remarks :

In conclusion, our institution is dedicated to the holistic development of young minds and strives to provide high-quality and value-added education. We understand the significance of value accreditations from various bodies. We have established a roadmap to achieve our aspirations, with essential committees such as the Governing Body, Academic Council, Boards of Studies, Finance Committee, and other non-statutory committees playing crucial roles in reaching our targets.

Our Training and Placement cell has successfully groomed and placed numerous students in the industry over years, with employers recognizing their talent and considering their valuable assets. This contributes to the growth and progress of our nation. Preparing the Self-Study Report (SSR) allowed us to compile and comprehend various aspects of quality education. To the best of our knowledge and understanding, this report has been presented to the institution towards the award of accreditation by the NAAC committee for the accreditation process. As the Principal, Head of the Institution, I extend my congratulations to all the members

of the NAAC Steering Committee, the IQAC cell, and the entire staff who directly or indirectly contributed to the preparation of this SSR.

We are confident that our collective efforts will lead to the recognition and accreditation to our institution, reaffirming our commitment to providing exceptional education and fostering the overall growth of our students.

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6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :33 Remark : Certificate programs like AutoCAD, PCB design, MATLAB Applications etc shall not be considered, input edited accordingly.
1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years* 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1439</td><td>1356</td><td>505</td><td>1102</td><td>1040</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>962</td><td>955</td><td>182</td><td>829</td><td>792</td></tr></table> Remark : Input edited w.r.to 1.2.1.
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 1524 Answer after DVV Verification: 1281 Remark : Input edited as per the given reports and excluding certificates of courses mentioned in 1.2.1.
1.4.1	*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website* Answer before DVV Verification : B. Feedback collected, analysed and action has been taken

and communicated to the relevant bodies

Answer After DVV Verification: E. Feedback not collected

Remark : Collected feedback are not proper, seems like it is created.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
271	226	244	194	183

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
271	226	243	194	183

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
342	302	274	304	268

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
378	333	303	318	294

Remark : Admitted students should be less than seats earmarked. Input edited as per the given data template and state policy.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
38	35	28	23	24

Answer After DVV Verification :

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

| 33 | 32 | 27 | 22 | 16 |

Remark : Input edited as per the date mentioned on degree certificates. Full time teacher shall only be considered.

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

2022-23	2021-22	2020-21	2019-20	2018-19
9.55	0.7	9.375	0	0.1652

Answer After DVV Verification :

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

Remark : DVV has made necessary changes

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	12	3	6	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	8	2	3	4

Remark : Input edited as Expert talk, expert lecture visit, guest lecture, awareness program shall not be considered.

3.3.1	**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years** 3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
59	55	59	58	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	00	02	31	01

Remark : Input edited as only UGC Care Listed Journals will be considered.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	7	2	0	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	6	2	0	1

Remark : DVV has made the changes as per shared report by HEI books and chapters in edited volumes.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21	18	9	25	40

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	07	01	08	05

	Remark : Input edited as excluding days celebration and national festivals like World Cancer Day, Republic Day, Independence Day Rally, Mahashivratri Festival etc. and Activities and Events conducted for the benefit of their own students.

3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*
	
	        Answer before DVV Verification :
	        Answer After DVV Verification :14
	    Remark : Input edited as excluding the MoUs not having the proof of activities.

4.3.2	**Student – Computer ratio (Data for the latest completed academic year)**
	
	    4.3.2.1. **Number of computers available for students usage during the latest completed academic year:**
	        Answer before DVV Verification : 1307
	        Answer after DVV Verification: 1108
	
	        Remark : DVV has made the chnages as per shared report by HEI Computer ratio.

4.4.1	*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*
	
	    4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**
	        Answer before DVV Verification:
	
	table below
	
	        Answer After DVV Verification :
	
	table below
	
	        Remark : DVV has made necessary changes as per supporting document shared by HEI and has considered expenditure related to infrastructure augmentation

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
428.12	568.86	173.15	324.48	273.92

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
364.35	220.84	51.13	242.88	173.62

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1773	1568	1521	1427	1516

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1625	1438	1354	1240	1232

Remark : Input edited as without highlighted audited statements for institutional scholarship the claim will not be considered.

5.1.2	*Following capacity development and skills enhancement activities are organised for improving students' capability*
	1. Soft skills
	2. Language and communication skills
	3. Life skills (Yoga, physical fitness, health and hygiene)
	4. ICT/computing skills
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: B. 3 of the above
	Remark : Input edited as per the clarification data.
5.1.3	**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**
	5.1.3.1. **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1616	1416	1480	1442	1516

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1169	1075	1027	928	1049

Remark : DVV has made the changes as per shared report by HEI students benefitted by guidance .

5.1.4	*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases*
	1. **Implementation of guidelines of statutory/regulatory bodies**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. 1 of the above

Remark : Only for the documents for option 4 provided by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
282	336	343	328	369

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
239	336	343	328	366

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
478	464	503	506	573

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
430	402	467	441	498

Remark : 5.2.1.1- Input edited as per provided placement details like offer letter/employment letter and proof for higher education like admission letter/score card/ ID-cards. 5.2.1.2- Only pass students will be considered, input edited w.r.t 2.6.3.1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
36	19	15	8	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
19	18	05	05	22

Remark : Input edited as per the date mentioned on the certificates.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	2	20	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
01	00	00	10	01

Remark : : Input edited as participation/ inter-collegiate/appreciation certificates will not be considered and award for team event considered as one.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
40	23	12	39	36

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	13	10	22	23

Remark : Input edited as per the report provided by HEI and other activities and competitions considered as one event.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
80	38	63	63	45

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
65	36	49	45	32

Remark : Input edited excluding repeated number of teachers also full time teacher only will be considered.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
149	134	133	125	122

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
124	121	117	119	104

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29	26	30	28	28

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
83	83	83	83	83

	Remark : Input edited excluding repeated number of teachers also full time teacher only will be considered. Referred certificates.
7.1.2	**The Institution has facilities and initiatives for** 1. **Alternate sources of energy and energy conservation measures** 2. **Management of the various types of degradable and nondegradable waste** 3. **Water conservation** 4. **Green campus initiatives** 5. **Disabled-friendly, barrier free environment** Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: B. 3 of the above Remark : HEI has provided supporting documents for options 1,2 and 5 only.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 246 Answer after DVV Verification : 234
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
135	129	122	121	136

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
123	126	118	115	126