



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

| | |
|--|---|
| 1.Name of the Institution | |
| | Dhanekula Institute of Engineering and Technology |
| • Name of the Head of the institution | Dr.Ravi Kadiyala |
| • Designation | Principal |
| • Does the institution function from its own campus? | Yes |
| • Phone No. of the Principal | 9491017088 |
| • Alternate phone No. | 8333924843 |
| • Mobile No. (Principal) | 9491641389 |
| • Registered e-mail ID (Principal) | diet.principal@gmail.com |
| • Address | Ganguru |
| • City/Town | Vijayawada |
| • State/UT | Andhra Pradesh |
| • Pin Code | 521139 |
| 2.Institutional status | |
| • Autonomous Status (Provide the date of conferment of Autonomy) | 01/05/2023 |
| • Type of Institution | Co-education |
| • Location | Rural |

| | | | | | |
|--|---|----------------|-----------------------------|-------------------|-------------------|
| • Financial Status | Self-financing | | | | |
| • Name of the IQAC Co-ordinator/Director | Dr.K.Srinivasa Rao | | | | |
| • Phone No. | 9494379031 | | | | |
| • Mobile No: | 9866108580 | | | | |
| • IQAC e-mail ID | ksrinivas.ece@gmail.com | | | | |
| 3.Website address (Web link of the AQAR (Previous Academic Year) | | | | | |
| 4.Was the Academic Calendar prepared for that year? | Yes | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://diet.ac.in/academic-calendars/ | | | | |
| 5.Accreditation Details | | | | | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
| Cycle 2 | A | 3.06 | 2025 | 16/01/2025 | 15/01/2030 |
| 6.Date of Establishment of IQAC | | | 01/06/2016 | | |
| 7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)? | | | | | |
| Institution/ Department/Faculty/School | Scheme | Funding Agency | Year of Award with Duration | Amount | |
| NIL | NIL | NIL | Nil | NIL | |
| 8.Provide details regarding the composition of the IQAC: | | | | | |
| • Upload the latest notification regarding the composition of the IQAC by the HEI | View File | | | | |
| 9.No. of IQAC meetings held during the year | 2 | | | | |
| • Were the minutes of IQAC meeting(s) and compliance to the decisions taken | Yes | | | | |

| | |
|---|--|
| uploaded on the institutional website? | |
| <ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report | No File Uploaded |
| 10. Did IQAC receive funding from any funding agency to support its activities during the year? | No |
| <ul style="list-style-type: none"> If yes, mention the amount | |
| 11. Significant contributions made by IQAC during the current year (maximum five bullets) | |
| The college is accredited by NAAC with A Grade | |
| The college got 3.06 score out of 4 | |
| The Benchmarks were developed for each department and monitored regularly | |
| All the departments are performing as per the benchmarks | |
| 12. Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year: | |
| Plan of Action | Achievements/Outcomes |
| To review and update the UG Syllabus | Curriculum is revised for B.Tech courses for second year courses |
| Syllabus upgrade | New courses are introduced in curriculum |
| ICT enabled teaching | New smart board is purchased to enhance ICT enable teaching learning |
| Campus specific trainings are to be increased | More number of programs are conducted |
| Establishment of Student Counselling Center | Student Counselling center has been established |
| Improve Student Scholarships | Number of students received Scholarships are improved |
| Encourage faculty to apply for projects | More number of projects are applied by faculty |

| | | | | | |
|--|--------------------|----------------------------|--------------------|-----------------------|-------------------|
| 13. Was the AQAR placed before the statutory body? | Yes | | | | |
| <ul style="list-style-type: none"> Name of the statutory body | | | | | |
| <table border="1"> <tr> <td>Name of the statutory body</td> <td>Date of meeting(s)</td> </tr> <tr> <td>Governing Body</td> <td>07/06/2023</td> </tr> </table> | | Name of the statutory body | Date of meeting(s) | Governing Body | 07/06/2023 |
| Name of the statutory body | Date of meeting(s) | | | | |
| Governing Body | 07/06/2023 | | | | |
| 14. Was the institutional data submitted to AISHE ? | Yes | | | | |
| <ul style="list-style-type: none"> Year | | | | | |
| <table border="1"> <tr> <td>Year</td> <td>Date of Submission</td> </tr> <tr> <td>2022-23</td> <td>05/03/2024</td> </tr> </table> | | Year | Date of Submission | 2022-23 | 05/03/2024 |
| Year | Date of Submission | | | | |
| 2022-23 | 05/03/2024 | | | | |
| 15. Multidisciplinary / interdisciplinary | | | | | |
| <p>The emphasis on interdisciplinary and multidisciplinary courses aims to provide students with the flexibility to explore areas of interest aligned with their career aspirations. The regulations at D-23 empower students to select open electives, fostering a holistic educational experience that transcends the boundaries of a single field of study. This approach enhances students' creative potential and encourages innovation, equipping them with the skills to address complex technological challenges through critical thinking and analytical reasoning. While a multidisciplinary approach integrates knowledge from various disciplines, an interdisciplinary approach goes further by harmonizing and synthesizing these disciplines to create a unified perspective. This integrated learning model cultivates versatility among students, enabling them to redefine and address technological problems through novel insights and comprehensive understanding. At DIET, multidisciplinary and interdisciplinary courses were introduced under the D-23 regulations. These courses include Design Thinking and Renewable Energy Resources, Basic Electrical and Electronics Engineering, Engineering Graphics, Life Science for Engineers, Environmental Sciences, IoT Lab, Quantitative Techniques for Management, Computational Methods, Problem Solving and Programming with Python and its associated lab, Universal Human Values, Constitution of India, Soft Skills Lab, and interdisciplinary elective courses. This diverse curriculum equips students with the competencies needed to</p> | | | | | |

tackle complex problems and develop innovative solutions, fostering a comprehensive and forward-thinking educational experience.

16.Academic bank of credits (ABC):

The academic credits of students are registered on the APAAR website, enabling a seamless credit transfer system that supports their pursuit of higher education. This system simplifies the process of credit transfer, enhances transparency, and ensures that credits earned are securely stored in an academic account. These credits can be transferred to another program or institution, offering flexibility and ensuring the recognition of students' competencies.

17.Skill development:

As part of skill development initiatives, students undergo certification training in collaboration with organizations such as APSSDC Microsoft Certification, and Infosys Springboard Certification, aiming to enhance and upgrade their expertise in emerging technologies. Skill development courses, including Introduction to Linux Operating System, Programming with Java, Python Programming and Advanced Python Programming, and Programming with C, have been introduced to align with industry demands. To enhance the teaching-learning process, student-centric methods such as experiential learning, participative learning, and problem-solving methodologies are integrated alongside traditional teaching methods. **Experiential Learning:** Various approaches, such as case-based and cooperative (work- or community-based) learning, are adopted wherever feasible. Resources are provided to facilitate hands-on understanding of topics, enabling students to perform assigned tasks effectively. Students are encouraged to engage in innovative projects and mini-projects to deepen their learning. **Participative Learning:** Active student involvement is promoted through techniques like classroom presentations, quizzes, and assignments designed to nurture problem-solving abilities. Students also participate in inter-institute competitions, annual social gatherings, and technical events organized in collaboration with professional societies like CSI, ISTE, and IETE, providing platforms to showcase their technical skills. **Design and Development of Solutions:** Students tackle complex engineering problems by developing solutions and designing systems or processes that address real-world needs. This is achieved through collaborative methods such as group analysis and brainstorming. **Mind Maps for Creativity:** Teachers utilize mind maps by creating a central node, encouraging students to expand their ideas and explore innovative solutions. Additionally, students are motivated to undertake project work

utilizing the latest technologies and advanced software tools. Communication skills are strengthened through dedicated lab sessions, ensuring well-rounded development.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The integration of the Indian Knowledge System into the curriculum has been achieved through various courses, such as Communication English, which embed relevant cultural and historical contexts. Key concepts, including phonetics, grammar, and metrical forms, are introduced to provide a comprehensive understanding. Students are also exposed to fine arts such as music and sculpture, fostering an appreciation for India's rich artistic heritage. Local and indigenous knowledge, along with India's historical contributions to technological advancements, have been thoughtfully incorporated into the curriculum. Students are encouraged to explore the fundamentals of the Indian Knowledge System, preserving and disseminating it for further application and research. They are trained to value ancient heritage and traditional knowledge in both basic sciences and engineering disciplines. Through community service projects, students address societal challenges and develop innovative solutions to real-world problems, including those faced by Indian farmers, by integrating information technology into agriculture. This approach creates a synergy between traditional knowledge and contemporary societal needs, aligning with the objectives of the New Education Policy. The teaching methodologies emphasize observation, narrative techniques, collaboration, cooperation, and a hands-on, inclusive approach. Additionally, English, as a globally dominant language, is taught to help students comprehend, analyze, and articulate concepts across diverse contexts. This enhances their communicative skills, equipping them to meet the technological and professional demands of a globalized world.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The institute has implemented an outcome-based education (OBE) framework to ensure the effective attainment of course outcomes (COs) and program outcomes (POs). Objectives and outcomes are systematically mapped to evaluate students' competencies in terms of knowledge and skills, ensuring the achievement of program-specific outcomes (PSOs). Both direct and indirect assessment methods are employed by the departments to monitor and confirm the attainment of COs and POs. Faculty members have actively participated in professional development programs to strengthen the OBE framework. These include certification courses such as "Accreditation and Outcome-Based Learning", "Accreditation of Undergraduate Engineering

Programs", and "Outcome-Based Pedagogic Principles for Effective Teaching" offered by IITs and NITs through NPTEL. Outcome-based education has been adopted as an alternative to traditional teaching methods, with a focus on enhancing students' competencies. Emphasis is placed on students demonstrating measurable learning outcomes and achieving proficiency in specific competencies for each subject. Continuous internal assessment ensures consistent progress monitoring. Furthermore, students are trained in essential life skills such as self-awareness, self-management, responsible decision-making, social awareness, and relationship building, fostering holistic development.

20.Distance education/online education:

The National Education Policy (NEP) 2020 places a strong emphasis on open and distance learning, as well as online education, to address contemporary societal needs for a skilled and competent workforce. Recognizing the importance of equipping the nation's youth, educational institutions—including schools, colleges, and universities—are encouraged to provide opportunities for learners to continuously update and enhance their knowledge, even if they are unable to attend traditional, in-person classes. In this regard, distance education and online learning modalities play a crucial role, enabling motivated learners from diverse backgrounds to pursue their interests in various programs and courses. These modes of learning not only enhance future prospects but also offer flexible study options across undergraduate and postgraduate programs. Features such as flexible schedules and convenient contact classes further make these programs accessible and effective. The University Grants Commission (UGC) has affirmed that degrees obtained through online and distance learning are equivalent to those earned through conventional methods. Although our institute, autonomous, does not currently offer programs through distance education, we successfully conducted online classes during the COVID-19 pandemic to ensure continuity in education. We continue to prioritize online learning as an essential component of education beyond regular college hours, leveraging platforms such as Google Meet and Zoom to provide students with additional learning opportunities.

Extended Profile

1.Programme

1.1 10

Number of programmes offered during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

2.Student

2.1 2571

Total number of students during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional data in Prescribed format | View File |

2.2 580

Number of outgoing / final year students during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

2.3 2571

Number of students who appeared for the examinations conducted by the institution during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

3.Academic

3.1 576

Number of courses in all programmes during the year:

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

3.2 142

Number of full-time teachers during the year:

Extended Profile

1. Programme

| | |
|---|-----------|
| 1.1 | 10 |
| Number of programmes offered during the year: | |

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

2. Student

| | |
|---|-------------|
| 2.1 | 2571 |
| Total number of students during the year: | |

| File Description | Documents |
|---|---------------------------|
| Institutional data in Prescribed format | View File |

| | |
|---|------------|
| 2.2 | 580 |
| Number of outgoing / final year students during the year: | |

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

| | |
|--|-------------|
| 2.3 | 2571 |
| Number of students who appeared for the examinations conducted by the institution during the year: | |

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

3. Academic

| | |
|--|------------|
| 3.1 | 576 |
| Number of courses in all programmes during the year: | |

| File Description | Documents |
|---|---------------------------|
| Institutional Data in Prescribed Format | View File |

| | |
|--|---------------------------|
| 3.2 | 142 |
| Number of full-time teachers during the year: | |
| File Description | Documents |
| Institutional Data in Prescribed Format | View File |
| 3.3 | 142 |
| Number of sanctioned posts for the year: | |
| 4.Institution | |
| 4.1 | 277 |
| Number of seats earmarked for reserved categories as per GOI/State Government during the year: | |
| 4.2 | 79 |
| Total number of Classrooms and Seminar halls | |
| 4.3 | 1417 |
| Total number of computers on campus for academic purposes | |
| 4.4 | 661.72 |
| Total expenditure, excluding salary, during the year (INR in Lakhs): | |

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

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

Nestled near Vijayawada amidst lush greenery, the Dhanekula Institute of Engineering and Technology, established in 2009 by Sri Dhanekula Ravindranadh Tagore, stands as a symbol of innovation and excellence. The institute seamlessly blends modern advancements with a serene natural environment, fostering a perfect setting for learning and growth. Dhanekula is home to a distinguished faculty comprising experienced professors, industry

experts, and passionate researchers. Its dynamic curriculum is designed to stay ahead of industry trends, preparing students for the ever-changing professional landscape. Offering diverse engineering disciplines, from Mechanical to Computer Science, the institute emphasizes innovative teaching methods and hands-on learning. State-of-the-art laboratories, advanced workshops, and collaborative spaces enable students to engage in real-world projects, while internships with leading companies bridge the gap between academics and industry. Beyond academics, the institute thrives with vibrant campus life. Student clubs, technical societies, and extracurricular activities cultivate community and exploration. The library, an innovation center, and entrepreneurial initiatives nurture curiosity and creativity. Dhanekula also prioritizes holistic development, offering sports facilities, recreational spaces, and student support services. More than an institution, Dhanekula is a launchpad where aspiring engineers are shaped into skilled, socially responsible individuals poised to make a positive impact on the world.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload additional information, if any | View File |
| Link for additional information | Nil |

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

9

| File Description | Documents |
|--|---------------------------|
| Minutes of relevant Academic Council/BOS meeting | View File |
| Details of syllabus revision during the year | View File |
| Any additional information | No File Uploaded |

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

583

| File Description | Documents |
|---|---------------------------|
| Curriculum / Syllabus of such courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses | View File |
| MoUs with relevant organizations for these courses, if any | No File Uploaded |
| Any additional information | No File Uploaded |

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced across all programmes offered during the year

210

| File Description | Documents |
|---|---------------------------|
| Minutes of relevant Academic Council/BoS meetings | View File |
| Any additional information | No File Uploaded |
| Institutional data in prescribed format (Data Template) | View File |

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

9

| File Description | Documents |
|--|---------------------------|
| Minutes of relevant Academic Council/BoS meetings | View File |
| Any additional information | No File Uploaded |
| List of Add on /Certificate programs (Data Template) | View File |

1.3 - Curriculum Enrichment

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

Dhanekula Institute of Engineering and Technology integrates

Professional Ethics, Gender Equality, Human Values, and Sustainability into its curriculum to nurture socially responsible engineers. The institution emphasizes raising awareness and fostering active student engagement in addressing societal needs.

The curriculum includes Professional Ethics and Human Values to instill moral and social responsibility among students. Activities such as blood donation camps and awareness talks are regularly organized to encourage community service and a culture of ethics among students and staff.

To promote gender equality, the institution has established a "Women Welfare/Sexual Harassment Eradication Cell," led by a senior female faculty member. This cell provides a safe platform for students and staff to voice concerns, organizes gender sensitization and empowerment programs, and collaborates with experts to foster awareness and inclusivity.

Universal Human Values and ethics are integrated into the curriculum, encouraging self-reflection on identity, relationships, and the environment. This approach aims to align students with universally accepted human values, promoting commitment and courage to contribute meaningfully to society.

The eco-friendly campus emphasizes energy conservation and sustainability. NSS-led initiatives promote environmental awareness, while over 90% of day scholars and faculty use college buses, demonstrating the institution's commitment to eco-friendly practices and a green environment.

| File Description | Documents |
|---|---------------------------|
| Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum | View File |
| Any additional information | No File Uploaded |

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

8

| File Description | Documents |
|--|---------------------------|
| List of value-added courses | View File |
| Brochure or any other document relating to value-added courses | No File Uploaded |
| Any additional information | View File |

1.3.3 - Number of students enrolled in the courses under 1.3.2 above**1157**

| File Description | Documents |
|----------------------------|---------------------------|
| List of students enrolled | View File |
| Any additional information | View File |

1.3.4 - Number of students undertaking field work/projects/ internships / student projects**1535**

| File Description | Documents |
|---|---------------------------|
| List of programmes and number of students undertaking field projects / internships / student projects | View File |
| Any additional information | No File Uploaded |

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni

A. All 4 of the above

| File Description | Documents |
|---|---|
| Provide the URL for stakeholders' feedback report | https://diet.ac.in/feedback-atr/ |
| Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management | No File Uploaded |
| Any additional information | No File Uploaded |

| | |
|---|---|
| 1.4.2 - The feedback system of the Institution comprises the following | A. Feedback collected, analysed and action taken made available on the website |
|---|---|

| File Description | Documents |
|---|---|
| Provide URL for stakeholders' feedback report | https://diet.ac.in/feedback-atr/ |
| Any additional information | No File Uploaded |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

740

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Institutional data in prescribed format | View File |

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

239

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Number of seats filled against seats reserved (Data Template) | View File |

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

At the institution, student learning levels are assessed at the start of their academic journey through methods like previous academic performance and entry-level tests. Based on their results, students are categorized as slow or advanced learners, enabling tailored programs to meet their specific needs and foster academic success.

For slow learners, the institution employs various strategies, including faculty mentoring, individual counselling, and remedial coaching. Additional support includes extra notes, group discussions, library access, and peer tutoring by mentors. Faculty members conduct revision classes, provide bilingual explanations, simplify course materials, and organize group study sessions. Slow learners are also encouraged to engage in extracurricular activities like NSS, sports, and cultural events to enhance overall development. Faculty remain accessible through meetings, phone calls, emails, and social media to ensure consistent guidance.

Advanced learners benefit from initiatives designed to enrich their academic experience. They receive advanced study materials, participate in seminars, and are guided to attempt competitive exams like GATE. Opportunities to present research papers, attend conferences, and pursue online certifications through platforms like SWAYAM and NPTEL are provided. Additionally, meritorious students are included in institutional committees to develop leadership skills.

The Training and Placement Cell enhances students' employability by organizing placement drives, training sessions on interviews and communication, and skill development programs. This comprehensive approach supports all learners in achieving academic and professional success.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | http://naac.diet.ac.in/AQAR-2023-24/C-2/2.1SlowAdvancedLearnersA.Y2023-24.pdf |

2.2.2 - Student – Teacher (full-time) ratio

| Year | Number of Students | Number of Teachers |
|------------|--------------------|--------------------|
| 31/05/2024 | 2571 | 142 |

| File Description | Documents |
|-----------------------------------|------------------|
| Upload any additional information | No File Uploaded |

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:

The institution focuses on student-centered approaches to enhance lifelong learning skills. Faculty members aim to enrich the learning experience by incorporating experiential learning, participative learning, and problem-solving methodologies.

Experiential Learning: Students benefit from industrial visits arranged throughout the semester, gaining hands-on exposure to real-world applications of theoretical concepts. Internship programs, conducted between semesters, bridge the gap between academics and industry, familiarizing students with workplace challenges and preparing them for professional roles. Departments also organize supplementary programs to enhance experiential learning.

Participatory Learning: Students actively engage in workshops, seminars, design contests, project expos, and skill-based courses, fostering collaboration and skill application. Events such as Tech Fests, cultural programs, and quizzes offer additional learning opportunities. E-learning platforms like In-stacks and IIT Bombay's "Spoken Tutorial" help students gain placement-relevant skills. The institute's Technology Business Incubator (TBI) trains students in cutting-edge technologies like 3D printing, IoT, and PCB design. Participation in departmental clubs like NSS and NCC nurtures teamwork and leadership.

Problem-Solving Methods: The institution encourages problem-solving through participation in hackathons and real-world projects, such as the Smart India Hackathon. Students also tackle real-time challenges at the Drone Research and Development Centre, established with Dronix Ltd-Israel, equipping them to solve industry-relevant problems effectively.

| File Description | Documents |
|-----------------------------------|---|
| Upload any additional information | No File Uploaded |
| Link for additional Information | http://naac.diet.ac.in/AQAR-2023-24/C-2/2.3.1StudentCentricMethodsA.Y2023-24.pdf |

2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and

learning

The integration of ICT-enabled tools has revolutionized the teaching-learning process by blending traditional methods with modern technology. To equip students with essential technological skills, teachers use a variety of ICT tools to enhance learning and engagement. The institution provides projectors, desktops, laptops, scanners, and multifunction devices to support classroom and administrative functions. Digitally equipped seminar halls, a smart board, and an advanced auditorium create an enriched learning environment.

Interactive learning is promoted through PowerPoint presentations, online quizzes, and recorded video lectures that keep students actively engaged. Industry exposure is enhanced through seminars, guest lectures, and online competitions, bridging the gap between academic concepts and practical applications. Students benefit from extensive resources such as digital libraries, online journals, and e-learning platforms, which provide access to diverse learning materials. Workshops on programming, software tools, and simulations further equip students with industry-relevant skills.

By leveraging ICT tools, the institution fosters an interactive and dynamic learning atmosphere that enhances student engagement, encourages critical thinking, and prepares students for future career challenges in a technology-driven world.

| File Description | Documents |
|--|---|
| Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process | http://naac.diet.ac.in/AQAR-2023-24/C-2/2.3.2%20Teachersuse%20ICT-enabledtools.pdf |
| Upload any additional information | No File Uploaded |

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

140

| File Description | Documents |
|---|---------------------------|
| Upload year-wise number of students enrolled and full-time teachers on roll | No File Uploaded |
| Circulars with regard to assigning mentors to mentees | View File |

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

The institution places significant emphasis on the preparation and adherence to the Academic Calendar and Teaching Plans to ensure effective academic management. An Academic Calendar is meticulously prepared before the commencement of each academic year in collaboration with key academic stakeholders, including the Dean-Academics and the Controller of Examinations (COE). It outlines key milestones such as instructional periods, examination schedules, and important academic events, ensuring a structured teaching-learning process. The calendar is made available to students and faculty enabling systematic planning and execution of academic activities.

Each department develops detailed teaching plans based on the academic almanac, allocating syllabi with specific timelines and instructional methods. Faculty members document their progress through daily records in prescribed formats, ensuring that both theory and practical components are completed as planned. Regular monitoring through internal audits, conducted by the IQAC, ensures adherence to lesson plans and evaluates students' progress through assignments, quizzes, and periodic tests.

Strict compliance with the academic calendar helps in scheduling internal assessments, project work, and seminars within the stipulated time frame. In case of unforeseen disruptions, necessary adjustments are made and communicated effectively. This structured approach fosters an organized, efficient, and student-centric learning environment.

| File Description | Documents |
|---|---------------------------|
| Upload the Academic Calendar and Teaching Plans during the year | View File |

2.4 - Teacher Profile and Quality

2.4.1 - Number of full-time teachers against sanctioned posts during the year

142

| File Description | Documents |
|--|---------------------------|
| Year-wise full-time teachers and sanctioned posts for the year | View File |
| List of the faculty members authenticated by the Head of HEI | No File Uploaded |
| Any additional information | No File Uploaded |

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

34

| File Description | Documents |
|---|---------------------------|
| List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years | View File |
| Any additional information | No File Uploaded |

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

800

| File Description | Documents |
|---|---------------------------|
| List of teachers including their PAN, designation, Department and details of their experience | View File |
| Any additional information | No File Uploaded |

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

38

| File Description | Documents |
|--|---------------------------|
| List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result | View File |
| Any additional information | No File Uploaded |

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

0

| File Description | Documents |
|---|------------------|
| Upload the number of complaints and total number of students who appeared for exams during the year | No File Uploaded |
| Upload any additional information | No File Uploaded |

2.5.3 - IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in the Examination Management System (EMS) of the Institution

The integration of IT and comprehensive reforms in examination procedures, including Continuous Internal Assessment (CIA), has significantly enhanced the Examination Management System (EMS) of the institution. The college examination centre, functioning under the guidelines set by the UGC and JNTU Kakinada, ensures adherence to stringent rules and regulations. The adoption of the Choice Based Credit System (CBCS) provides students with flexibility in selecting core, elective, and skill-based courses. CIA plays a crucial role in assessing students through mid-semester examinations, assignments, tests, and quizzes, keeping them engaged with the subject throughout the semester. The institution has implemented measures such as multiple sets of question papers, detailed evaluation schemes, and external subject experts to ensure fairness and uniformity in assessments. Advanced IT tools facilitate the automation of examination-related processes, ensuring reliability, transparency, and confidentiality. The establishment of CCTV surveillance, squad monitoring, spot evaluation centre, and encoding-decoding mechanisms further strengthens the system. Additionally, provisions for personal verification, revaluation, and timely announcement of results support students in their academic

pursuits. These reforms, aligned with AICTE guidelines, incorporate elements like OBE frameworks, Bloom's taxonomy, and professional skill evaluations, making the examination system foolproof, efficient, and student-centric.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

Our institute has been implementing Outcome-Based Education (OBE) since 2014 to ensure students achieve defined learning outcomes by the end of their course. OBE includes Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). It is mandated by regulatory bodies such as the NBA and NAAC, focusing on equipping students with industry-relevant skills and knowledge to meet societal demands.

Each department develops PSOs aligned with POs, incorporating inputs from faculty, alumni, and stakeholders while considering technological advancements and job opportunities. POs and PSOs outline what students are expected to achieve by graduation, while COs specify the knowledge and skills students should attain upon completing a course, ensuring a clear understanding of learning objectives.

POs/PSOs are communicated through electronic media, including the college and department websites, newsletters, course files, and lab manuals. They are also displayed in HoD rooms, department corridors, notice boards, seminar halls, classrooms, R&D cells, and conference halls. COs are shared via student handouts, lab manuals, and departmental websites. Faculty communicates COs during lessons, and they are detailed in lesson plans.

Stakeholders, including students, faculty, alumni, parents, and industry representatives, are familiarized with POs/PSOs through faculty development programs, workshops, induction programs, and meetings. Relevant weblinks are provided for easy access to POs/PSOs for all departments.

| File Description | Documents |
|--|---|
| Upload COs for all courses (exemplars from the Glossary) | No File Uploaded |
| Upload any additional information | No File Uploaded |
| Link for additional Information | http://naac.diet.ac.in/SSR/QlMs/Criteria-02/2.6.1/2.6.1.pdf |

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

The institution uses various assessment tools and processes to measure the attainment of Program Outcomes (POs) and Program Specific Outcomes (PSOs), as detailed below:

Method of Assessment of POs/PSOs: POs and PSOs are assessed through course outcomes (COs) of mapped courses using direct and indirect methods.

- **Direct Methods:** These include direct examinations and skill evaluations based on measurable COs. Knowledge and skills outlined by COs are evaluated via class tests, internal exams, daily assessments, and lab examinations. Faculty track students' performance on each CO throughout the semester.
- **Indirect Methods:** These involve course-end surveys to gather feedback on the course's effectiveness in achieving COs.

Course Assessment Process: Direct and indirect tools are used for evaluating each course:

1. **Direct Assessment:** Internal evaluations (day-to-day assessments, mid-term exams, quizzes) and external exams (end-semester exams).
 - **Day-to-Day Assessments:** Class tests, assignments, quizzes, and surprise tests designed by the course coordinator to align with COs.
 - **Mid-Term Exams:** Held twice per course as per JNTUK regulations, covering all COs comprehensively.
 - **Assessment Formula:** University Exam (70%) + Internal Assessment (30%).
2. **Indirect Assessment:** Includes feedback from alumni, employers, parents, and exit surveys.

PO/PSO Attainment Formula: PO/PSO Attainment (%) = (80% x Direct Attainment) + (20% x Indirect Attainment). Attainment levels are reviewed and finalized by the Program Assessment Committee.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

582

| File Description | Documents |
|---|---------------------------|
| Upload list of Programmes and number of students appear for and passed in the final year examinations | View File |
| Upload any additional information | No File Uploaded |
| Paste link for the annual report | Nil |

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink

<https://diet.ac.in/>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

The primary aim of the R&D Cell is to nurture a vibrant research culture within the institution by promoting innovative research in emerging areas of engineering, technology, and applied sciences. This includes facilitating collaboration between academia and

industry to address real-world challenges and enhance the educational experience.

The main objectives of the R&D Cell

1. Promote Research Awareness:

- Create awareness about research opportunities among faculty and students.
- Foster an environment that Instigates innovative thinking and problem-solving skills.

2. Encourage Participation in Research Activities:

- Motivate faculty and students to engage in research projects, seminars, workshops, and conferences.
- Support the publication of research findings in national and international journals.

3. Facilitate Funding and Resources:

- Assist in identifying and applying for funding from various agencies such as DST, AICTE, and other governmental bodies.
- Allocate internal funds for promising research projects initiated by faculty and students.

4. Enhance Skill Development:

- Organize training programs to improve research skills among faculty and students.
- Encourage interdisciplinary collaboration to broaden research perspectives.

5. Foster Industry Collaboration:

- Establish partnerships with industries to facilitate practical research applications.
- Create opportunities for students to work on industry-sponsored projects.

| File Description | Documents |
|--|---------------------------|
| Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | View File |
| Provide URL of policy document on promotion of research uploaded on the website | Nil |
| Any additional information | No File Uploaded |

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

1.77

| File Description | Documents |
|---|---------------------------|
| Minutes of the relevant bodies of the institution regarding seed money | View File |
| Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized | View File |
| List of teachers receiving grant and details of grant received | No File Uploaded |
| Any additional information | No File Uploaded |

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

0

| File Description | Documents |
|---|------------------|
| e-copies of the award letters of the teachers | No File Uploaded |
| List of teachers and details of their international fellowship(s) | No File Uploaded |
| Any additional information | No File Uploaded |

3.2 - Resource Mobilization for Research**3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)****10.584**

| File Description | Documents |
|--|---------------------------|
| e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations | View File |
| List of projects and grant details | View File |
| Any additional information | No File Uploaded |

3.2.2 - Number of teachers having research projects during the year**0**

| File Description | Documents |
|---|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional Information | Nil |
| List of research projects during the year | No File Uploaded |

3.2.3 - Number of teachers recognised as research guides**8**

| File Description | Documents |
|---|---------------------------|
| Upload copies of the letter of the university recognizing teachers as research guides | View File |
| Institutional data in Prescribed format | View File |

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year**2**

| File Description | Documents |
|---|---------------------------|
| Supporting document from Funding Agencies | View File |
| Paste link to funding agencies' website | Nil |
| Any additional information | No File Uploaded |

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

The primary aim of the R&D Cell is to nurture a vibrant research culture within the institution by promoting innovative research in emerging areas of engineering, technology, and applied sciences. This includes facilitating collaboration between academia and industry to address real-world challenges and enhance the educational experience.

The main objectives of the R&D Cell

1. Promote Research Awareness:

- Create awareness about research opportunities among faculty and students.
- Foster an environment that Instigates innovative thinking and problem-solving skills.

2. Encourage Participation in Research Activities:

- Motivate faculty and students to engage in research projects, seminars, workshops, and conferences.
- Support the publication of research findings in national and international journals.

3. Facilitate Funding and Resources:

- Assist in identifying and applying for funding from various agencies such as DST, AICTE, and other governmental bodies.
- Allocate internal funds for promising research projects initiated by faculty and students.

4. Enhance Skill Development:

- Organize training programs to improve research skills among faculty and students.
- Encourage interdisciplinary collaboration to broaden research perspectives.

5. Foster Industry Collaboration:

- Establish partnerships with industries to facilitate practical research applications.
- Create opportunities for students to work on industry-sponsored projects.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

13

| File Description | Documents |
|--|---------------------------|
| Report of the events | View File |
| List of workshops/seminars conducted during the year | View File |
| Any additional information | View File |

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check | View File |
| Any additional information | No File Uploaded |

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

3

| File Description | Documents |
|--|---------------------------|
| URL to the research page on HEI website | Nil |
| List of PhD scholars and details like name of the guide, title of thesis, and year of registration | View File |
| Any additional information | View File |

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

71

| File Description | Documents |
|---|---------------------------|
| List of research papers by title, author, department, and year of publication | View File |
| Any additional information | No File Uploaded |

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

3

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

3.4.5.1 - Total number of Citations in Scopus during the year

242

| File Description | Documents |
|---|---------------------------|
| Any additional information | No File Uploaded |
| Bibliometrics of the publications during the year | View File |

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

3.4.6.1 - h-index of Scopus during the year

41

| File Description | Documents |
|--|---------------------------|
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | View File |
| Any additional information | No File Uploaded |

3.5 - Consultancy

3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

5.069

| File Description | Documents |
|--|---------------------------|
| Audited statements of accounts indicating the revenue generated through consultancy and corporate training | View File |
| List of consultants and revenue generated by them | View File |
| Any additional information | No File Uploaded |

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

0

| File Description | Documents |
|---|------------------|
| Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy | No File Uploaded |
| List of training programmes, teachers and staff trained for undertaking consultancy | No File Uploaded |
| List of facilities and staff available for undertaking consultancy | No File Uploaded |
| Any additional information | No File Uploaded |

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

The institute aims to sensitize students to societal and environmental issues through extensive outreach programs and awareness drives, including initiatives like Swachh Bharat, digital literacy, environmental pollution control, plantation, new voter registration, and blood donation camps. Such activities significantly contribute to students' holistic development.

The NSS (National Service Scheme) and NCC (National Cadet Corps) wings of the institute have been instrumental in executing various extension activities within the neighbourhood community. These efforts instill social responsibility, groom overall personality,

and raise awareness about social issues among students.

Under the Unnat Bharat Abhiyan, the institute has adopted five villages to foster rural development. Events in these villages, such as awareness camps on literacy, voting rights, road safety, and plastic-free environments, are of immense social importance. The institute also provides financial support to the IAB and needy individuals. Adopted villages are prioritized, with student volunteers actively involved in their development.

The NCC's motto is "Unity and Discipline," and the NSS's motto is "Not Me But You," reflecting democratic living and the need for selfless service. Social responsibility involves engaging students in national service, enhancing the quality of educated manpower. The NCC/NSS's primary responsibility is to prepare students for dedicated service to society.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

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

5

| File Description | Documents |
|--|---------------------------|
| Number of awards for extension activities in during the year | View File |
| e-copy of the award letters | View File |
| Any additional information | No File Uploaded |

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

35

| File Description | Documents |
|---------------------------------|---------------------------|
| Reports of the events organized | View File |
| Any additional information | View File |

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year**2157**

| File Description | Documents |
|----------------------------|---------------------------|
| Reports of the events | View File |
| Any additional information | View File |

3.7 - Collaboration**3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work****22**

| File Description | Documents |
|--|---------------------------|
| Copies of documents highlighting collaboration | View File |
| Any additional information | View File |

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)**21**

| File Description | Documents |
|---|---------------------------|
| e-copies of the MoUs with institution/ industry/ corporate house | View File |
| Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year | View File |
| Any additional information | No File Uploaded |

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

The institution offers a modern learning environment with well-equipped classrooms and state-of-the-art laboratories to foster interactive learning and practical skills.

Department and Institution level facilities

Classrooms are constructed as per AICTE guidelines on area requirement. The institution has invested in smart class facilities by providing internet access and an LCD projector to facilitate interactive learning experiences.

Laboratories: The institution's laboratories, adhering to AICTE norms, are equipped with state-of-the-art facilities to enable students to conduct experiments, practicals, and projects, both core and skill-based extending beyond the core curriculum.

Seminar Hall and Tutorial Rooms: Each department is equipped with a seminar hall and tutorial rooms to facilitate presentations, expert talks, group discussions, and tutorial/remedial classes.

Library: The Central Library at DIET houses an extensive collection of over 109,443 books, encompassing a wide range of engineering and architecture disciplines. This valuable resource includes textbooks, reference books, along with general books, encyclopedias and magazines.

Internet: The institution provides widespread internet access through a fiber backbone, enabling both wired and wireless connections across various locations. A Linux proxy server monitors user activity, and both wired and wireless connections require passwords for access.

Auditorium: The institution boasts a 1000-seat auditorium, ideal for hosting large-scale events such as placement drives and other institutional activities.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://diet.ac.in/# |

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

The institute is committed to fostering holistic development by encouraging participation in co-curricular and extracurricular activities. Outdoor and indoor sports are promoted to cultivate qualities like leadership, teamwork and competitiveness.

The institute offers a range of recreational facilities, including a well-equipped gymnasium, fitness center, and an indoor sports complex.

Sports and Games: The institute actively promotes sports and physical fitness through dedicated sports instructors. These instructors identify talented students, provide specialized training, and support their participation in university and national-level competitions. The institute's well-equipped facilities cater to a wide range of indoor and outdoor sports.

Yoga: The institute recognizes the importance of mental and physical well-being and has dedicated space for yoga and meditation practices open to both faculty and students.

Gymnasium: The institute provides an in-house gymnasium equipped with treadmills, cycles, abdominal benches, weights, and dumbbells, accessible to both faculty and students.

Cultural Activities: The seminar halls and auditoriums are well-equipped to host a variety of cultural events. These spaces are utilized for significant occasions such as freshers day and annual day, providing a platform for students to showcase their talents and creativity.

NCC and NSS activities: Our institution conducts both NCC and NSS activities to instill discipline, patriotism, social service, and community development in the students.

| File Description | Documents |
|---------------------------------------|---|
| Geotagged pictures | View File |
| Upload any additional information | View File |
| Paste link for additional information | https://diet.ac.in/amenities/indoor-sports/ |

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities**69**

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View File |

4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)**193.94**

| File Description | Documents |
|--|---------------------------|
| Upload audited utilization statements | View File |
| Details of Expenditure, excluding salary, during the years | View File |
| Any additional information | View File |

4.2 - Library as a Learning Resource**4.2.1 - Library is automated using Integrated Library Management System (ILMS)**

The Central Library of DIET, originally automated in 2009 with ez-Library Software version 2.0, was upgraded in 2018 with ECAP Engineering College Automation Package. This advanced system streamlines acquisitions, circulation, cataloging, user management, and reporting, enabling 24×7 library operations through a browser-based interface on the Local Area Network.

The library boasts extensive resources, including 5,991 book titles, 24,781 volumes, 10,138 Plus E-journals, 10,653 E-Books and subscriptions to IEEE, DELNET, J-GATE e-journals. It features 20 multimedia systems for accessing online resources such as NPTEL video lessons and project-based learning for students project reports accessible both on-campus and remotely.

Key services include an Online Public Access Catalogue (OPAC) for resource searches and book tracking, lending, printing, and inter-

library loans through DELNET. The library also provides competitive exam preparation materials, CD-ROMs, DVDs, e-books, and e-journals, catering to diverse academic and research needs.

With a seating capacity of 400 in a spacious 1248 sq. meter area, the library offers a conducive environment for learning and research. Features like Web OPAC enhance user accessibility, aligning with DIET's commitment to fostering academic excellence and innovation.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://diet.ac.in/library/ |

4.2.2 - Institution has access to the following:
e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources

A. Any 4 or more of the above

| File Description | Documents |
|---|---------------------------|
| Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership | View File |
| Upload any additional information | View File |

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)

7.85639

| File Description | Documents |
|--|---------------------------|
| Audited statements of accounts | View File |
| Any additional information | View File |
| Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template) | View File |

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

372

| File Description | Documents |
|--|---------------------------|
| Upload details of library usage by teachers and students | View File |
| Any additional information | No File Uploaded |

4.3 - IT Infrastructure

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

The college has a well-developed IT infrastructure to support students and faculty in achieving academic excellence. With 1400+ systems available across the campus, computing resources meet the diverse teaching, learning, research, and administration needs.

Internet Bandwidth: The institution maintains a total internet bandwidth of 560 Mbps, sourced from Tata (500 Mbps), BSNL leased line (30 Mbps), and BSNL NME line (30 Mbps). Internet connectivity is managed by SOPHOS XGS4300 Firewall, ensuring secure and seamless access for all users.

Wi-Fi Connectivity: The campus is fully Wi-Fi enabled, with individual bandwidth allocations for each department. Wi-Fi is supported by 70 access points, maintained through CISCO switches and ARUBA managers, providing coverage in classrooms, labs, seminar halls, and hostels. Optical Fiber Cable (OFC) forms the network's backbone, delivering 500 Mbps speed through a STAR-connected topology from a centralized data center.

IT Maintenance and Security: The campus is under 24/7 surveillance with 200 high-resolution cameras for safety. The college operates 10 physical servers and 20 server applications, alongside licensed software for system and application needs. Microsoft Campus Agreement and LMS tools like INSTACKS ensure enhanced teaching, learning, and administrative operations.

| File Description | Documents |
|---------------------------------------|---|
| Upload any additional information | View File |
| Paste link for additional information | https://diet.ac.in/amenities/internet/ |

| 4.3.2 - Student - Computer ratio | |
|--|--------------------------------|
| Number of Students | Number of Computers |
| 2555 | 1417 |
| File Description | Documents |
| Upload any additional information | View File |
| 4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus | A. 750 Mbps |
| File Description | Documents |
| Details of bandwidth available in the Institution | View File |
| Upload any additional information | View File |
| 4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing | C. Any two of the above |
| File Description | Documents |
| Upload any additional information | View File |
| Paste link for additional information | Nil |
| List of facilities for e-content development (Data Template) | View File |
| 4.4 - Maintenance of Campus Infrastructure | |
| 4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs) | |
| 467.78 | |

| File Description | Documents |
|-----------------------------------|---------------------------|
| Audited statements of accounts | View File |
| Upload any additional information | No File Uploaded |

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

The institution has established a well-organized system to efficiently manage its physical, academic, and support facilities. Regular inspections are carried out by a dedicated maintenance team to ensure that laboratories, class rooms, infrastructure, and safety provisions are in top condition. Major repairs are outsourced, while consumables and essential items like fire extinguisher, first aid kits are checked and restocked accordingly.

The library provides physical as well as digital access to e-books, journals and other learning resources. There are defined rules for borrowing and returning books. Textbooks are updated based on requisition and feedback from both faculty and students. The Physical Education department offers a variety of indoor and outdoor sports facilities, along with separate gyms for men and women ensuring inclusivity. All the Sports items and play areas undergo regular maintenance and inventory checks.

IT infrastructure is supported by a specialized team, which handles hardware, software, biometric devices, and network systems, performing annual updates and regular maintenance. An online feedback mechanism is employed to gather input from students and faculty on facility conditions, ensuring timely action on maintenance requests. Further regular college committees review meetings help in continuous improvements and the smooth functioning of the institution's resources.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year**1614**

| File Description | Documents |
|---|---------------------------|
| Upload self-attested letters with the list of students receiving scholarships | View File |
| Upload any additional information | View File |

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year**305**

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Institutional data in prescribed format | View File |

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology

A. All of the above

| File Description | Documents |
|---|---|
| Link to Institutional website | https://diet.ac.in/trainings-placements-dept/capacity-development/ |
| Details of capability development and schemes | View File |
| Any additional information | View File |

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year**2746**

| File Description | Documents |
|---|---------------------------|
| Any additional information | View File |
| Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template) | View File |

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees

A. All of the above

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee | View File |
| Details of student grievances including sexual harassment and ragging cases | View File |
| Upload any additional information | No File Uploaded |

5.2 - Student Progression

5.2.1 - Number of outgoing students who got placement during the year

145

| File Description | Documents |
|---------------------------------------|---------------------------|
| Self-attested list of students placed | View File |
| Upload any additional information | View File |

5.2.2 - Number of outgoing students progressing to higher education

21

| File Description | Documents |
|---|---------------------------|
| Upload supporting data for students/alumni | View File |
| Details of students who went for higher education | View File |
| Any additional information | No File Uploaded |

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

35

| File Description | Documents |
|--|---------------------------|
| Upload supporting data for students/alumni | View File |
| Any additional information | View File |

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

5

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| Any additional information | View File |

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

DIET has the practice of involving number of students in several academic and administrative committees. Academic Coordination Team: Students with good academic back ground and with leadership qualities from each section are chosen and nominated as student

representative. They take initiation to monitor the class and to maintain discipline in the class. 1.The College has academic wise student representative groups which were established in 2010 with a name ACT (Academic Co-ordination Team). 2.Selection: Toppers from each class are nominated by the class faculty in-charge. 3.Principal and faculty members guide the students for the smooth functioning in various events and activities. Activities: The following activities are conducted with the help of students 1.Monitoring of completion of syllabus. 2.Organizing Inter collegiate competitions. 3.Participation in the departmental study tour. 4.Organizing various association programmes. 5.Organization of sports events. 6.Every year new student members are added to this team in place of course completed.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

5.3.3 - Number of sports and cultural events / competitions organised by the institution

12

| File Description | Documents |
|--|---------------------------|
| Report of the event | View File |
| List of sports and cultural events / competitions organised per year | View File |
| Upload any additional information | No File Uploaded |

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

Dhanekula Institute of Engineering and Technology, Vijayawada, commenced its educational journey in 2009, witnessing its pioneer batch graduate in 2013. A pivotal development unfolded in 2014 with the establishment of the "Alumni Association of Dhanekula Institute of Engineering & Technology," an informal consortium dedicated to fortifying the connections between former students and the institute. The association endeavors to nurture a reciprocal relationship through diverse activities, programs and

services. The institute's administration, in collaboration with management, instituted an annual mandate requiring all alumni to actively engage by enrolling in the association. The inaugural Alumni meet in 2014 marked the genesis of a tradition where students from diverse graduating years converged to reminisce about their college days and share anecdotes. This event catalyzed the decision to formalize the Alumni Association, culminating in its formal registration in 2017 under Andhra Pradesh, designated as Registration No. 135/2017/Vijayawada. The establishment of a WhatsApp group further facilitates seamless communication, fostering active interaction among alumni members. This steadfast commitment to alumni engagement underscores a collective enthusiasm to contribute to the institution's progress through avenues such as financial aid, donations, and mentorship for students navigating projects infused with cutting-edge technology.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

5.4.2 - Alumni's financial contribution during the year E. <2 Lakhs

| File Description | Documents |
|-----------------------------------|---------------------------|
| Upload any additional information | View File |

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Dhanekula Institute of Engineering and Technology was established in 2009

Vision

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 of society.

GOVERNANCE

The institution's governance adheres closely to its mission and vision statements. To help the Principal and Department Heads fulfill the Institute's Vision and Mission, the Governing Body of the College provides guidance to develop all the policies. The Institute creates an action plan based on the directives provided by the Governing body.

Dhanekula Institute of Engineering & Technology has an administrative structure comprising of eminent personalities as governing body members. Dr. V S S Kumar, VC - MANDASUR University, Former Chairman, BOG of NITTTR Chennai & Former VC - JNTU, Kakinada; Dr V S Rao, Former Vice-Chancellor, SRM University, Amaravathi, Sri D K R K Ravi Prasad, Sr AGM (retd.), Bharat Electronics Limited, Machilipatnam and all other members of Governing Body have been actively mentoring through the Governing Body meetings and thus contributing for the strategic growth of the institution.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

Principal is authorized by the Governing Body 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 participate in the organizational growth.

1. Examinations Committee
2. Time-table Committee
3. Admissions Committee
4. Training & Placement and Career Guidance Cell

5. Library Committee
6. Student Counselling Cell
7. Sports, Games and NCC Committee
8. NSS committee
9. Art, Literary & Cultural
10. Internal Training
11. Industry Institute Partnership
12. Entrepreneurship Development
13. Alumni Coordination
14. R&D and Consultancy
15. Professional Societies & Association Coordination
16. Electrical and Generator Maintenance
17. General Maintenance
18. Public Relations, Press & Media
19. Computer& Network maintenance, Website/ ICT
20. Ant Ragging Cell
21. News Letter Coordination
22. Students/Staff/Faculty Grievance Redressal Cell
23. Women Welfare/Sexual Harassment Eradication
24. Transport
25. Hostel
26. Purchase& Stores Committee
27. Right to Information Cell
28. Medical Committee
29. Canteen& Housekeeping Committee
30. Internal Quality Assurance Cell
31. Department Assessment
32. Social welfare
33. OBC Cell
34. Committee for SC/ST
35. Minority Committee
36. Internal Complaint Cell
37. Department Committee
38. Green Committee
39. Student Induction Program (SIP)

| File Description | Documents |
|---|---------------------------|
| Upload strategic plan and deployment documents on the website | View File |
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

The institutional Strategic/Perspective plan serves as a roadmap for Dhanekula Institute of Engineering and Technology (DIET), outlining its long-term goals, objectives, and strategies. To assess the deployment of the institutional Strategic/Perspective plan, a comprehensive evaluation was conducted. The assessment process involved reviewing relevant documents and analysing the implementation strategies and outcomes.

Goal Alignment: The institutional Strategic/Perspective plan of DIET demonstrates strong alignment with the college's mission, vision, and goals. The plan's objectives are consistent with the overall direction of the institution, ensuring that efforts are focused on advancing its core values and aspirations.

Clear Objectives and Targets: The plan exhibits clear and well-defined objectives, each supported by measurable targets. These objectives span various areas, including infrastructure development, student engagement, research and community etc.

Action Plans and Implementation: The institutional Strategic/Perspective plan is accompanied by detailed action plans that outline specific tasks, responsibilities, timelines and resource allocations. These action plans have been diligently executed, with notable progress in implementing initiatives across different departments and functional areas.

Resource Allocation and Utilization: DIET has allocated sufficient resources, including financial, human and technological resources, to support the implementation of the plan. The efficient utilization of these resources has facilitated the successful execution of initiatives.

| File Description | Documents |
|--|---------------------------|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | Nil |
| Upload any additional information | No File Uploaded |

6.2.2 - The functioning of the various institutional bodies is effective and efficient as visible from

the policies, administrative set-up, appointment and service rules, procedures, etc.

The Governing body of the college, which is made up of members of DIET, representatives from the affiliated university, and representatives from the Andhra Pradesh Government, is the highest decision maker in the college. They define the principles, guidelines, policies, and strategies for the institute's successful functioning.

The institution's motto is to give every student a top-notch education. The college's administrative structure, which consists of the Director, Principal, Deans and IQAC Coordinator, carries out the directives from the governing body in terms of policies and procedures. Every facet of administration demonstrates the principles of decentralization and participatory management. The Principal examines the Academic Committee, Examination Cell, Principal's office, and Non-Teaching Staff's working practices.

Through IQAC, department heads, required committees, and the Deans plays a crucial role in coordinating and carrying out top management strategies and promoting participative management. Work is decentralized by assigning several committees and cells such as:

1. Academic Committee
2. NSS Committee
3. Examination Cell
4. Research & Development Cell, etc.

The Organogram provides an illustration of how reporting and operation flow are carried out. To make sure that the bodies are operating effectively and that the established protocols are followed, regular meetings are held.

| File Description | Documents |
|---|---|
| Paste link to Organogram on the institution webpage | https://diet.ac.in/governing-body/ |
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and

A. All of the above

Support Examination

| File Description | Documents |
|---|---------------------------|
| ERP (Enterprise Resource Planning) Document | View File |
| Screen shots of user interfaces | View File |
| Details of implementation of e-governance in areas of operation | View File |
| Any additional information | View File |

6.3 - Faculty Empowerment Strategies

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

The institute provides various faculty empowerment and welfare schemes to enhance employee well-being and stability within the institution.

Faculty Empowerment schemes are.

1. Financial Assistance for Conference
2. Incentives for Publications
3. Reimbursement for attending FDP

Welfare schemes are

1. Maternity Leave:

It is considering their service to support the well-being of its female employees during significant life events.

1. Special Leave:

The faculty members for being on deputation for practical training, attending Conferences, FDPs etc.

1. Sabbatical Leave for Pursuing Research:

It is considering their service for encouraging them to pursue research and contribute to the advancement of knowledge.

1. PF, ESI for teaching and non-teaching Staff:

Prioritizing the welfare of teaching and non-teaching staff, the

institute provides these benefits for ensuring financial security and healthcare coverage.

1. Group Insurance for Staff Members:

The institute providing group insurance coverage, safety net for unforeseen circumstances and enhancing the overall job security of its employees.

1. Remuneration for faculty working beyond hours - Tutorial Sessions:

The faculty working beyond regular hours for conducting tutorial sessions, typically includes additional compensation.

1. On Campus Medical Facility:

An on-campus medical facility for healthcare services, including routine check-ups, emergency care and wellness support.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year

75

| File Description | Documents |
|---|---------------------------|
| Upload any additional information | View File |
| Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template) | View File |

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

5

| File Description | Documents |
|--|---------------------------|
| Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres) | View File |
| Upload any additional information | View File |

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

113

| File Description | Documents |
|---|---------------------------|
| Summary of the IQAC report | View File |
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers) | View File |
| Upload any additional information | View File |

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

The institute conducts external and internal financial audits consistently. Internal and legal reviews are led on a standard premise to inspect the institutional records. The selected qualified internal audits direct a staff that checks all vouchers relating to exchanges led during middle of the financial year. The internal auditor is answerable for surveying and approving the productivity of the inside book keeping framework relating to receipts. Moreover, the internal auditors is answerable for checking the precise bookkeeping of charges receivable and expenses got in expense repayment plans. The government repays the total measure of charges on a quarterly premise under the expense repayment program. The government deposits the fee into the mother's account; the student is then answerable for transmitting the assets to the college. The exact receipt of the educational cost is validated through the college receipts. For internal auditing, the institute holdsthe administrations of a contracted accountant and team. Yearly external audit is conducted once in a year. The auditor verifies the college's income and expenditure information in accordance with the balance sheet and legal

requirements.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)**1.2**

| File Description | Documents |
|---|---------------------------|
| Annual statements of accounts | No File Uploaded |
| Details of funds / grants received from non-government bodies, individuals, philanthropists during the year | View File |
| Any additional information | View File |

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

The Organization has a very much depicted structure for productively preparing and using funds. The essential income streams comprise of govt. scholarships, non govt. scholarships, conductive competitive exams and research grants. In this way, the accessibility of assets has never been an impediment on any formative undertaking in the field of money.

The administering board forms an activity plan for advancement exercises in view of the Organization's long haul and transient points

The intended allocation of funds is as follows:

- To cover pay, arrears, and welfare measures
- To fulfill necessary deposits and annual fees of statutory bodies/University, etc.
- To establish and maintain academic infrastructure
- To acquire equipment and software

- To support research and development

The budget for each academic year is sanctioned in advance, taking into account the needs of every department. The principal presents the budget during the Governing Body meeting, and after thorough discussion and necessary adjustments it is approved after making necessary modifications. The internal and external audit keep a check on the income and utilization.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

Since its establishment, the Internal Quality Assurance Cell (IQAC) has played a pivotal role in initiating transformative activities and elevating the academic landscape. Its primary focus has been on fostering quality awareness, ensuring quality assurance and sustenance, and institutionalizing strategies and procedures aligned with NEP 2020 and global standards. The following are some of the notable post-accreditation initiatives undertaken by the IQAC:

1. Designing curricula that integrate advancements in emerging technologies.
2. Launching new academic programs.
3. Enhancing consultancy revenue.
4. Increasing the number of patents filed, granted, and published.
5. Improving the quantity and quality of publications in indexed journals and conferences.

Best Practices

1. Promoting a Research-Conducive Environment:

Through a well-structured Research Policy, the institution fosters

an ecosystem that encourages research excellence. The IQAC organizes seminars and guest lectures focused on patents, research paper publications, and project proposals. These initiatives have significantly contributed to the growth and quality of research outputs. Key areas of improvement include:

- Increased participation in national and international conferences.
- Growth in student research publications.
- Rise in the number of patents filed.
- Growth in the number of Ph.D. graduates.
- Expansion of MoUs with industries.
- Enhanced student internship opportunities.
- Securing higher research grants.
- Improved consultancy services.
- Encouragement and support for startups.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

The IQAC plays a critical role in enhancing the teaching-learning process by monitoring its implementation across departments. Departments follow these methods, evaluated systematically by the IQAC: 1. Adherence to the Academic Calendar: Ensuring teaching-learning aligns with the schedule. 2. Monitoring Lesson Plans: Ensuring the integration of ICT tools and innovative methods. 3. Teaching-Learning Outcome Assessments: Through course exit surveys, course outcome analysis, result analysis, and program outcome assessments. 4. The IQAC conducts regular internal and external academic audits, including ISO audits, to monitor methodologies, policies, and outcomes. Stakeholder feedback is analyzed, and corrective actions are implemented. 5. Faculty Quality Assessment: Faculty performance is evaluated through self-appraisal reports under the CAS framework and student feedback. 6. Student performance is assessed continuously via internal evaluations, semester-end exams, and academic outcomes, followed by action reports to ensure improvements. 7. Outcomes and Achievements: IQAC's initiatives have improved faculty performance, research publications, and submission of high-quality

proposals. Faculty engagement with academic and professional communities has increased. Key achievements include: Development of need-based curricula. Regular curriculum updates to meet academic and industry needs. NBA accreditation for six undergraduate programs for three years.

| File Description | Documents |
|---------------------------------------|------------------|
| Upload any additional information | No File Uploaded |
| Paste link for additional information | Nil |

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)

A. Any 4 or all of the above

| File Description | Documents |
|--|---|
| Paste the web link of annual reports of the Institution | http://naac.diet.ac.in/AOAR-2023-24/C-6/6.5.3.1AY2023-24.pdf |
| Upload e-copies of accreditations and certification | View File |
| Upload details of quality assurance initiatives of the institution | View File |
| Upload any additional information | View File |

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

This document provides a detailed account of the events organized by the Women's Cell, focusing on various awareness programs and initiatives aimed at empowering and educating students and the community.

Awareness Program on Child Marriages:

This program highlighted the adverse effects of child marriages, emphasizing legal implications and societal consequences. The event aimed to educate students and communities about the importance of eradicating this practice and ensuring the rights of children.

Awareness Program on Meditation for Stress Relief:

Designed to promote mental well-being, this session introduced students to meditation techniques for managing stress. The program emphasized the importance of mindfulness and its role in fostering a balanced lifestyle.

Awareness Program on Student Anxiety:

Focused on addressing the growing concern of student anxiety, this event provided insights into coping mechanisms and available support systems. It aimed to create a safe space for students to discuss their challenges.

Women's Day Celebration:

A vibrant celebration of womanhood, this event included speeches, cultural activities, and discussions on women's empowerment, aiming to inspire and acknowledge their achievements.

Awareness Program on DISHA App:

This session educated participants on the features and benefits of the DISHA app, a safety tool for women, and encouraged its adoption for enhancing personal security.

This file encapsulates the efforts of the Women's Cell in fostering awareness and well-being across various aspects.

| File Description | Documents |
|---------------------------------------|---------------------------|
| Upload any additional information | View File |
| Paste link for additional Information | Nil |

7.1.2 - The Institution has facilities for alternate sources of energy and energy

A. Any 4 or All of the above

conservation: Solar energy Biogas
 plant Wheeling to the Grid Sensor-based
 energy conservation Use of LED bulbs/
 power-efficient equipment

| File Description | Documents |
|--------------------------------|---------------------------|
| Geotagged Photographs | View File |
| Any other relevant information | View File |

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

SOLIDWASTE MANAGEMENT

The campus has an effective solid waste management system that covers waste generation, storage, collection, transport, processing, and disposal. Bins are placed strategically for waste collection, which is then emptied into larger containers and transported to a designated dumping yard. Waste is segregated into recyclable and organic categories. Organic waste is processed in the NADEP (Narayan Deotao Pandhari Pande) pit, while recyclables are properly disposed of. Old records and books are recycled, demolition waste is used for filling potholes, and construction waste is stored for recycling or reuse by external agencies.

Plastic ban: The campus enforces a plastic ban, with notices encouraging the avoidance of single-use plastics.

LIQUID WASTE MANAGEMENT

For liquid waste, the campus has a Sewage Treatment Plant (STP) with a 100 KLD capacity, using the Fluidized Aerobic Bioreactor (FAB) system to efficiently treat wastewater, including domestic sewage and runoff.

E-WASTE MANAGEMENT

All electrical waste such as tube lights, bulbs, old switches, and wires are stored separately. The house keeping team has been trained in handling all categories of waste.

Computers, Printers, and other equipment which cannot be used are sent to the vendors for recycling or buy back schemes.

| File Description | Documents |
|---|---------------------------|
| Relevant documents like agreements/MoUs with Government and other approved agencies | View File |
| Geotagged photographs of the facilities | View File |
| Any other relevant information | No File Uploaded |

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

| File Description | Documents |
|--|---------------------------|
| Geotagged photographs / videos of the facilities | View File |
| Any other relevant information | No File Uploaded |

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

A. Any 4 or All of the above

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

| File Description | Documents |
|--|---------------------------|
| Geotagged photos / videos of the facilities | View File |
| Various policy documents / decisions circulated for implementation | View File |
| Any other relevant documents | No File Uploaded |

7.1.6 - Quality audits on environment and energy undertaken by the institution

| | |
|--|--|
| <p>7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities | <p>A. Any 4 or all of the above</p> |
|--|--|

| File Description | Documents |
|---|---------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View File |
| Certification by the auditing agency | View File |
| Certificates of the awards received | No File Uploaded |
| Any other relevant information | View File |

| | |
|--|--|
| <p>7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.</p> | <p>A. Any 4 or all of the above</p> |
|--|--|

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

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

Institutional actions and initiatives are essential for building an inclusive society that promotes tolerance, harmony and understanding of diversity.

Constitutional Obligations:

Independence Day, Republic Day and National Voter's Day are celebrated at the institute's premises, evoking patriotism among students.

Regional and Linguistic:

International mother language day celebrations are organized to make the students aware of mother tongue significance. Dussehra and Sankranthi are celebrated to make the students aware of our Indian festivals and their traditions.

Socioeconomic:

World Ozone Day, Engineer's day, Women's Day, World's Students Day, National Science Day, The Swatch Bharath Programme, Human Rights Day are organized to inculcate ideas among students that can contribute to the country's development and well-being.

Blood Donation Camp: Collaborating with health-care organizations, the institution organizes rallies, awareness programs and camps to promote blood donation.

NSS Activities: NSS student volunteers take up social service activities such as planting trees and clean and green camps in

adopted villages.

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

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

Institutional actions and initiatives are essential for building an inclusive society that promotes tolerance, harmony and understanding of diversity.

Constitutional Obligations:

Independence Day, Republic Day and National Voter's Day are celebrated at the institute's premises, evoking patriotism among students.

Regional and Linguistic:

International mother language day celebrations are organized to make the students aware of mother tongue significance. Dussehra and Sankranthi are celebrated to make the students aware of our Indian festivals and their traditions.

Socioeconomic:

World Ozone Day, Engineer's day, Women's Day, World's Students Day, National Science Day, The Swatch Bharath Programme, Human Rights Day are organized to inculcate ideas among students that can contribute to the country's development and well-being.

Blood Donation Camp: Collaborating with health-care organizations, the institution organizes rallies, awareness programs and camps to promote blood donation.

NSS Activities: NSS student volunteers take up social service activities such as planting trees and clean and green camps in adopted villages.

| File Description | Documents |
|---|---------------------------|
| Details of activities that inculcate values necessary to transform students into responsible citizens | View File |
| Any other relevant information | No File Uploaded |

7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

A. All of the above

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

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Institutional actions and initiatives are essential for building an inclusive society that promotes tolerance, harmony and understanding of diversity.

Constitutional Obligations:

Independence Day, Republic Day and National Voter's Day are celebrated at the institute's premises, evoking patriotism among students.

Regional and Linguistic:

International mother language day celebrations are organized to make the students aware of mother tongue significance. Dussehra and Sankranti are celebrated to make the students aware of our Indian festivals and their traditions.

Socioeconomic:

World Ozone Day, Engineer's day, Women's Day, World's Students Day, National Science Day, The Swatch Bharath Programme, Human Rights Day are organized to inculcate ideas among students that can contribute to the country's development and well-being.

Blood Donation Camp: Collaborating with health-care organizations, the institution organizes rallies, awareness programs and camps to promote blood donation.

NSS Activities: NSS student volunteers take up social service activities such as planting trees and clean and green camps in adopted villages.

| File Description | Documents |
|--|---------------------------|
| Annual report of the celebrations and commemorative events for during the year | View File |
| Geotagged photographs of some of the events | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

Best Practice-1: Integrating Design Thinking in Engineering Education
Objectives of the Practice: Nurture creative confidence and enhance students' problem-solving skills. Promote interdisciplinary collaboration and idea generation. Improve communication and collaboration skills through team-based projects. **The Context:** The aim is to establish a solid foundation in design thinking—a human-centered approach to problem-solving and innovation. **The Practice:** A design thinking and innovation

course is integrated into the curriculum, aligned with the regular timetable. Certifications are offered through organizations like Microsoft, AWS Cloud, EduSkills, and IIT Bombay. Evidence of Success: The training program effectively bridges the gap for aspiring professionals, enhancing their skills. Challenges and Resources Required: Challenges include faculty resistancesubjective assessment, and time constraints. Best Practice-2: Holistic Development of Students Through Community Service Objectives of the Practice: Foster social responsibility among students. Encourage students to design and execute activities addressing social concerns. Build strong societal connections.DIET aims to create opportunities for students to understand and address community issues. The Practice: Social service groups cater to diverse societal needs, including personality development and outreach activities. Evidence of Success: The NSS at DIET promotes youth leadership and social responsibility effectively. Challenges and Resources Required: Challenges include identifying nearby communities and managing time effectively.

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://diet.ac.in/wp-content/uploads/2025/01/23-24-best-practices-Report.pdf |
| Any other relevant information | Nil |

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

DIET integrates modern teaching techniques, online certifications (NPTEL/IIT Bombay), and faculty-led courses to ensure quality education. Continuous Internal Evaluation (CIE) involves class tests, quizzes, and semester-end exams for consistent assessment. Tutorials and bridge courses support lateral-entry students, while faculty mentoring ensures personalized academic guidance. Feedback from students, alumni, and stakeholders drives institutional improvements.

Skill-building is integral, with language labs, workshops, and training in soft and technical skills. Faculty development programs and co-curricular activities like DHANUSH-2K foster growth. The Training and Placement Cell, supported by MOUs with

industries, provides career guidance and placement opportunities, while NSS activities and entrepreneurship sessions encourage community involvement and innovation.

Furnished classrooms, state-of-the-art laboratories, and modern auditoriums create optimal learning spaces. Specialized seminar halls enhance focused learning. Research thrives through interdisciplinary curricula, real-world projects, and collaboration with educational specialists, fostering critical thinking and adaptability.

Holistic development is prioritized in a disciplined environment, nurturing character, innovation, and inquiry. DIET's emphasis on academics, research, and personal growth equips students to excel in professional fields while contributing positively to society.

| File Description | Documents |
|---|---|
| Appropriate link in the institutional website | https://diet.ac.in/wp-content/uploads/2025/01/7.3.1.pdf |
| Any other relevant information | No File Uploaded |

7.3.2 - Plan of action for the next academic year

1.To revise UG Courses

2.Encourage faculty to apply for projects.

3.Encourage faculty to use ICT Tools.

4.To carry out multidisciplinary research projects.