



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

## **DADI INSTITUTE OF ENGINEERING AND TECHNOLOGY**

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[www.diet.edu.in](http://www.diet.edu.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

**Dadi Institute of Engineering & Technology (DIET)** is a self-financing Engineering Institute established in the year 2006 with the sole objective to empower the rural youth with high quality and cutting edge technical education for the development of the region and subsequently the nation. The Institute is permanently affiliated to JNTU-K, recognized u/s 2(f) &12(B) of UGC Act and was accredited in **NAAC cycle 1 with B+ grade**. The institute endeavors to create healthy atmosphere, where equal opportunity of learning is provided to all the students, irrespective of caste, religion,gender,financial background ,colour and creed. Coupled with the theme of integration and harmony, the institution aims at grooming and empowering the young techies, so as to make them intellectually competent, spiritually mature, morally upright, psychologically integrated, socially accepted as good citizens and good human beings. DIET has strived hard to utilize the potency of the Institution to its fullest extent and this has borne fruit in all spheres of individual and collective efforts. It is a matter of great pride that our institute has bagged several prestigious awards like- **“Best Infrastructure in AP”** Award in 2016, **“Engineering Excellence Award”** in 2012 & 2016 , **4 star ranked Institute in 2021 by Institution’s Innovation Council, MHRD Government of India, Band performer in 2021 by Atal Ranking of Institutions on Innovation Achievements (ARIIA)** along with **International Quality Certifications, ISO 9001:2015, ISO 14001:2015 & ISO 45001:2018** and was **Ranked “A” Grade** by Government of A.P. and Knowledge Mission Ranking. The Institute is forerunner for designing and initiating novel programmes that are relevant to the demands of the current technical trends. The developments, both in terms of infrastructure and academic matters, have gained momentum over the last fifteen years. The Institute organizes conferences, seminars, workshops, FDPs(Faculty Development Program), MOOCs (Massive open online course) and guest lectures throughout the academic year. Student chapters of IEEE (Institute of Electrical and Electronics Engineers) CSI (Computer Society of India), IET (The Institution of Engineering & Technology), ACM(Association for Computing Machinery), IETE(The Institution of Electronics & Telecommunication Engineers), AIMA (All India Management Association), CII(Confederation of India Industry), ISTE(India Society for Technical Education), FAPCCI(The Federation of Andhra Pradesh Chambers & Commerce), TCS iON, MICROSOFT IT Academy, ORACLE Academy and many more have been established to keep the students updated with latest trends followed in these professional societies.

### Vision

To evolve into a premier technical institution ensuring academic excellence and promoting innovational research.

### Mission

- To impart high quality technical and professional education, to uplift the living standards of the youth by focusing on employability, higher education and research
- To bridge the gap between industry and academia by introducing add on courses based on industrial and academic needs
- To develop responsible citizens through disciplined career and acceptance of ethical values
- To be a student centric Institute imbibing experiential, innovative and lifelong learning skills addressing societal problems

### **Quality Policy:**

Dadi Institute of Engineering & Technology is committed to provide quality education in the field of Engineering and Management with dedication towards work for continual improvement of students in terms of technical knowledge, personality development and career advancement with a special focus on innovation and research, and to meet the global needs by exhibiting ethical and moral values.

### **Short Term goals:**

- To achieve academic excellence by securing 100% pass in the University examinations
- Enable scholastically vibrant environment for learning, teaching, research and development for students and staff for their personal and professional growth
- Prepare students to excel in communication and entrepreneurial skills
- Motivate students to foster and develop qualities of leadership, inter-personal and problem solving skills to face the professional and personal challenges in life
- Inculcate the qualities of integrity, honesty, loyalty and patriotism among students
- Stimulate a desire among students and Faculty to make full use of infrastructural facilities and thrive to serve the society and nation
- Foster a harmonious, cordial and develop harmonious relationship among management, faculty and students for their respective growth and for the establishment of a congenial academic environment in the institute
- Achieve 100% Placements for students
- Quality assertiveness through National statutory bodies of Accreditation

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

- Well equipped and Advanced Laboratory infrastructure
- Effective Teaching and Learning processes
- Motivated faculty, administrative and support staff
- Staff Effective Mentoring and Proctoring systems
- Effective Curriculum implementation through structured action plans
- Conduction of Value-Added courses to enhance employability
- The quality of faculty is monitored and maintained via online Feedback collected from stakeholders
- Orientation/induction programs for newly appointed faculty
- Special tutorials for bridging the knowledge gap
- 75 % of classrooms are ICT- enabled
- Duly constituted Research Committee in place

- Structured Research Incentive Policy in place
- Adequate Library resources, including e-Resources
- Optimal speed Wi-fi enabled campus
- Well maintained, clean, green, and ambient campus
- Recognized NSS Unit
- Yearly self-appraisal of faculty in place

### **Institutional Weakness**

- Limited PG and Inter-disciplinary courses
- Limited networking with IITs, NITs, IISc and other premier institutes
- Limited Academic flexibility, being an Affiliated Institute
- Relatively low PG admissions
- Very few externally Funded Research projects
- Need to strengthen Advanced Software facilities

### **Institutional Opportunity**

- Attainment of Autonomous status
- Enhancement of research capabilities among staff and students
- Initiation of need based academic and Skill-based programmes
- Participation in National and International collaborations
- Spearhead the economic development of the region
- Blended learning using e-resources to enhance
- Feedback on curriculum delivery from other stake holders needs to be used effectively
- Faculty need to attend greater number of workshops, conferences and symposiums
- Need to explore the possibility of industry funding for research projects
- Need to reinforce Inter-institutional library networking

### **Institutional Challenge**

- Seeking external funding for research and collaborative laboratories
- Retaining and attracting senior qualified faculty
- Upgrading research facilities keeping pace with technological advancements
- Motivation for quality research and publications
- Augmentation of quality placements for the students

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Faculty members are given flexibility to choose subjects of their expertise, which are in-turn endorsed by heads of the respective departments in a transparent work load distribution mechanism. The syllabus, lesson plan, lecture notes, supplementary study materials, lab material and records are prepared as per the curriculum

prescribed by the Affiliated University and made available to students before the start of every semester. The academic committee oversees all the academic activities viz., preparation of effective time tables, syllabus completion and conduction of practical sessions in Labs, Assessment tests, Project and Seminar reviews, and any other issues of academic importance through the formats of STLRP [Semester Theory & Lab Readiness Programme] and STLCP [Semester Theory & Lab Completeness Programme]. Student evaluation is done in line with the university norms through Mid Exams [Online & Offline], Lab Internal and External Exams, Assignments, Tutorials etc. The institution maintains EZ(Easy to use) and ECAP [Engineering College Automation Package] Software at a macro level to capture the comprehensive data of all the academic activities. The course structure and contents of a course are oriented carefully to meet Program Outcomes (PO) and Program Educational Objectives (PEO). Memoranda of Understandings (MoUs) with local and national industries relevant to programs have been signed to make students acceptable at local, national and global level. By conducting workshops, seminars, guest lectures, conferences, personality development and life skills sessions periodically, students get an opportunity to interact with the academic and industrial experts which helps in delivering the curriculum more effectively. The Institute encourages Choice Based Credit System (CBCS) through elective subjects and self-learning certification courses through Swayam, NPTEL, Coursera, Eduskills etc. Internships & live projects, Value added courses to enhance communication; employability and entrepreneurship skills are also encouraged to enrich the curriculum delivery. The Institute established an Entrepreneurship Development Cell (EDC) that helps in nurturing entrepreneurship skills among the students through their interaction with successful entrepreneurs, industrialists and academicians through professional bodies like IEEE ,ISTE, CSI, ACM IE, CII etc. Feedback from stakeholders is taken on regular basis to fill the gaps in the curriculum through add-on courses. DIET is a center of excellence with synchronized efforts of visionary management.

### **Teaching-learning and Evaluation**

DIET adopts student centric methods to make teaching learning process more effective for the holistic development of students through Experiential learning, Participative Learning and Problem-solving methodologies. The overall improvement in students can be obtained by providing the opportunities to participate in various activities and provide hands-on experience apart from regular curriculum design and implementation. The institute conducts various workshops, technical seminars, guest lectures and technical competitions to enhance learning experience at a significant level.

**Experiential learning/ Industrial visits:** More than 60% of the students frequently visit various industries, factories, powerplants, PSUs, large construction sites to get practical exposure on equipment, contemporary technologies and processes.

**Field works/ Internships:** The main objective of Field works or Internships is to improve career development opportunities, providing practical experience in a field/discipline.

**Socially relevant projects/ Case studies:** Students are encouraged to study the problems or any issues in the society which can be addressed by technology and take up any application in his/her field of interest in their branch/field.

**Laboratory sessions:** Curriculum is planned to provide hands-on experiments required to learn their subject. The labs software's and experiments are formulated to meet this objective.

**Community outreach programme:** About 76% of the student visits are made towards adopted villages as a part of NSS activity to understand real world societal problem.

**Participative Learning: Expert Talks, Workshops and seminars:** Students are encouraged to take part in workshops, expert talks and seminars, awareness programmes organized by the Institute in association with various professional bodies.

**Problem Solving Methodologies: Projects:** All the students work on projects for a period of 6 months to solve real time problems & challenges faced by the society.

**Technical contests:** About 90% of the students actively participate in IEEE Xtream and other technical competitions conducted in the institute to enhance their problem-solving ability and management skills.

**Formative and summative evaluation:** Evaluation of the students is done on regular basis as per the Affiliated University norms and any student grievance is addressed within 72 hrs. The institute has a system of continuous self-assessment and innovative teaching learning process, which is completely aligned with Outcome Based Education (OBE).

### **Research, Innovations and Extension**

DIET has an outstanding and harmonious ecosystem for innovation, where research and inventions tune together and help in transformation of information and knowledge. Faculty members are encouraged to actively involved in research and consultancy works. They are provided with seed money to carry inter-disciplinary projects. Incentives are given to encourage the faculty for getting their research papers published in journals of repute and patents. Extension and outreach programs are conducted in collaboration with industry, community and NGOs. Students spend quality time in adopted villages. DIET has registered with Institution's Innovation Council (IIC) initiated by the Ministry of Education (MoE) in collaboration with AICTE to systematically foster the culture of innovation and start-up ecosystem in the Institute. Research and development unit of DIET is a hub of innovation, research, amalgamation of various ideas woven to create patents and many more in its incubation center that was established in 2017. DIET launched its EDC Cell in 2016 with a motto to bring awareness on entrepreneurship for students and faculty. DIET is recognized as Host Institute (HI) for implementation of the Incubation component under MSME Innovative Scheme. DIET with its IDEA Lab has encouraged many students to come up with novice ideas and formulate a foundation to work on those concepts. Providing a space with loads of facilities to explore new ideas amalgamated with the syllabus, is the main purpose of IDEA Lab. Enthused by Medical Clinics, Engineering field is also now encouraged to escalate Engineering Clinics in the campus. DIET has it's own Engineering Clinic to merge students' engineering knowledge with real time contemporary requirements of the modern age. DIET is the nodal center for Indian Institute of Remote Sensing Outreach programme that focuses on strengthening the Academia and User Segments in Space Technology and its application using Online Learning Platforms. DIET is enriched with NPTEL Local Chapter where the students and faculty upgrade themselves by enrolling into courses on recent trends. DIET IPR facilitating center motivates students and faculty to submit their ideas for Intellectual Property & Rights. DIET has filed many patents with the funding support from National Research and Development Corporation.

### **Infrastructure and Learning Resources**

DIET takes utmost care in providing necessary infrastructure to realize its vision and provides quality education. Optimal deployment of infrastructure is ensured by conducting workshops, awareness programs and training programs for faculty on the use of new technology. Effective utilization of infrastructure is ensured through appointment of adequate and well qualified lab technicians and system administrators. The available physical infrastructure is optimally utilized even beyond regular Institute hours, to conduct certificate courses, co-curricular activities, extra-curricular activities, parent teacher meetings, Campus Recruitment Training (CRT) classes, meetings, seminars, conferences etc. The infrastructure of the institute is currently also used to conduct various examinations and entrance tests of State Government and National importance without jeopardizing the regular curricular and research activities.

**Classrooms:** The Institution has totally 40 classrooms with Wi-Fi connectivity. Out of the 40 classrooms, 30 classrooms have LCD projectors. Each classroom has adequate seating capacity based on sanctioned intake as per the AICTE norms. To conduct institute level programs there are two seminar halls, out of which one is air-conditioned ,two conference halls, one board Room and an open-air auditorium are available.

**Laboratories and Department Libraries:** Each department has various laboratories as per the requirements of the statutory bodies and a department library. There are 38 laboratories on campus. Central library, with adequate number of titles, volumes of text and reference books, is available for students and faculty members.

**Computing and Internet facilities:** 564 computer systems are available with internet facility and they run through a 1:1 leased line with a bandwidth of 50 Mbps. Wi-Fi is enabled for all the class rooms, seminar halls, conference halls throughout the campus.

**E-Resources:** Study materials and online video lectures for each subject is posted on the Google Classroom which would help the students to learn well. Materials can be viewed by the students during their study time. Online tutorials, quizzes and assignments are also conducted using Google Classroom.

**Domain IDs:** Domain IDs with unlimited storage capacity is provided to all the students and staff to access learning recourses and refine their knowledge.

**Sports facilities:** DIET provides games and sports facilities within the premises. Cricket ground, Volley ball, Basketball, Badminton, Kabaddi court are available in the campus for outdoor games. Provision for indoor games like Table tennis, Carrom and chess also available in the campus.

### **Student Support and Progression**

Students are the major stakeholder in the institutional growth. Supporting and utilizing student's idea is the most important priority for the prosperity and well-being of the Institute. DIET always strives to build a relation of mutual respect and inculcate a sense of pride amongst the students for their own Institute. 90% of students from the Institute avail scholarships from the government and freeships from the Institution's trust. Students are encouraged to participate in the skill development programs of APSSDC and AICTE Edu Skills. DIET is ranked 33 in the national ranking issued by AICTE Edu Skills. The active participation of the students in the extension activities has enhanced their skill set and boosted their confidence levels. The Institution has an active Student Council that functions with an aim to improve and enhance the standard of learning environment in the campus. The function of the council is to address the grievances of the students, consider the suggestions of the students and plan for further improvement. Student Activity Center in the campus helps the students to exhibit their talent and give them the necessary exposure to excel. Students are provided with necessary

guidance with respect to higher education and employment. The following clubs help in student progression.

- DIET Literary and Cultural Club
- Student Activity Club
- Music Club
- Womens' Club
- Language club
- Coding club
- Business-Club
- C- language club

The students conduct seminars, career guidance and quality improvement programs throughout the year by inviting resource experts from industries and other institutions. Industrial visits to various industries are also arranged by students as a part of their curricular activities. Various student chapters of professional bodies listed below organizes various events in the institute.

- IEEE (Institute of Electrical and Electronics Engineers) Student branch
- IETE (The Institution of Electronics and Telecommunication Engineers) Students' Forum (ISF)
- ISTE (Indian Society for Technical Education) Chapter
- CSI (Computer Society of India)
- IE(I) (Institution of Engineers (India))
- CII (Confederation of Indian Industry)

In addition to playing active role as members in all these Clubs, Cells, Forums and Chapters, students of both genders act as office bearers like Chairman, Secretary, Additional /Joint Secretaries, Treasurers, Executive members where almost 35% of students take the opportunity to experience leadership role.

### **Governance, Leadership and Management**

DIET has a well-structured governance system. The Institute has Governing body, Academic Committee and other bodies for taking policy decisions and strategic plan of actions. DIET has decentralized decision making process and believes in participatory governance. The decisions taken in various bodies are properly recorded and actions are initiated. The strategic plan of the Institute is aligned with Institute's Vision, Mission and goals. Annual Performance appraisal for staff is conducted and based on which increments and promotions are decided. Institute conducts internal and external financial audits and proper budgeting is done based on the plans and needs of the departments and committees. IQAC has significantly contributed to sustain and enhance quality in all aspects of the Institution's mission and vision. IQAC continuously monitors the governance of the Institute and does not compromise in the qualitative parameters. The Governing body advises on the policies and overall management of the Institute. The Principal provides administrative and leads academic progress in the Institute and he is supported by Vice Principal and Dean Academics. Various academic disciplines are handled by the concerned department heads and they are responsible for the concerned academic program offered by the Institute. The Departments are headed by Professors and are supported by teaching, technical, administrative and supporting staff. Decentralized administration complete autonomy to the departments in academics and transparency in budget allocations are practiced by the management of the Institution. The practices of decentralization and participative management are as follows:

- Chairman, Governing Body



- Principal, Vice-Principal
- Institutional Conveners of IQAC, R&D, Academics, Training & Placement, Skill Development, Examinations and Green Campus
- HoDs
- AICTE recommended statutory essential and desirable committees like Grievance, Anti-Ragging, ICC(Internal Complaint Committee) and DLCC(DIET Literary and Cultural Club) etc.
- Functional committee coordinators, student bodies, alumni, parents, employers and other stakeholders
- The committee constituted at the Institute level conduct meetings monthly, quarterly, and yearly to discuss regular issues and the problems if any, are resolved immediately

As a result of the decentralization, the functioning of the institute has become easier and helped in its progress. It also helped in developing leadership skills at various levels both for the teaching and administrative staff.

### **Institutional Values and Best Practices**

**Institutional Values:** DIET has a strong principled work ethos that is based on gender equity or inclusivity. It follows moral values in its working culture irrespective of gender, caste, creed, religion, language etc.

### **Best Practices**

#### **1. Title of the Practice- Green campus**

The main objectives are:

- To document practices and implementation of rainwater harvesting
- To document the quality of recycled waste water for gardening, Zero Liquid Discharge concepts
- To document the solid Waste disposal system and e-waste management
- To document the ambient environmental condition of air, water and noise on the campus
- To provide basis to improve biodiversity and sustainability
- To enable waste management through reduction of waste generation, solid-waste and water recycling, paper less offices
- Recognize cost saving methods through waste minimizing and managing

### **Initiatives:**

- Restricted entry of automobiles into the campus.
- Use of Bicycles/Battery Powered Vehicles by students and staff coming from nearby villages and using Institute transport for long distance commuters.
- Pedestrian friendly pathways and vehicle parking place is provided at the main entrance of the Institute.
- Usage of plastic is banned in the campus. Awareness sessions to ban plastic are conducted for the students and staff.
- Landscaping with trees and plants in the campus is provided with regular gardening and cleanliness is monitored.

#### **2. Title of the Practice: Mentoring**

The main objectives are:

- The goal of a mentorship program is to accelerate the personal and professional development of mentees. This is achieved by providing mentees with guidance, advice and feedback from mentors .This is done to ponder commitment and dedication from students in their voyage of academic excellence
- To support the professional advancement of the mentees by relaying experiences and knowledge of mentors in the key performance areas of teaching, research and support service
- To address psychosocial issues of the mentees before they deteriorate
- To improve the study environment by improving relationships between teachers and their students and to make the teaching more effective
- The purpose of this exercise is to assess skills, strengths, weaknesses and areas where development is needed
- To identify the achievable learning goals

## 2. PROFILE

### 2.1 BASIC INFORMATION

<b>Name and Address of the College</b>	
Name	DADI INSTITUTE OF ENGINEERING AND TECHNOLOGY
Address	NH-16, Anakapalle, Andhra Pradesh - 531 002
City	ANAKAPALLE
State	Andhra Pradesh
Pin	531002
Website	<a href="http://www.diet.edu.in">www.diet.edu.in</a>

<b>Contacts for Communication</b>					
<b>Designation</b>	<b>Name</b>	<b>Telephone with STD Code</b>	<b>Mobile</b>	<b>Fax</b>	<b>Email</b>
Principal	Challa Narasimham	08924-9963981111	9963993229	-	principal@diet.edu.in
IQAC / CIQA coordinator	R Vaikunta Rao	08924-9963994046	9963994042	-	iqac@diet.edu.in

<b>Status of the Institution</b>	
Institution Status	Private and Self Financing

<b>Type of Institution</b>	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	No

<b>Establishment Details</b>	
Date of establishment of the college	14-07-2006

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

State	University name	Document
Andhra Pradesh	Jawaharlal Nehru Technological University,Kakinada	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	12-03-2019	<a href="#">View Document</a>
12B of UGC	03-02-2021	<a href="#">View Document</a>

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	<a href="#">View Document</a>	02-07-2021	12	

**Details of autonomy**

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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**Recognitions**

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	IIC GoI four star grading ARIIA performer Band AICTE EduSkills
Date of recognition	03-01-2022

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	NH-16, Anakapalle, Andhra Pradesh - 531 002	Rural	10.06	16070

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BTech,Civil Engineering	48	Intermediate	English	60	34
UG	BTech,Electrical And Electronics Engineering	48	Intermediate	English	120	85
UG	BTech,Electronics And Communication Engineering	48	Intermediate	English	120	103
UG	BTech,Computer Science And Engineering	48	Intermediate	English	180	143
UG	BTech,Computer Science And Engineering	48	Intermediate	English	60	49
UG	BTech,Computer Science And Engineering	48	Intermediate	English	60	50
PG	Mtech,Electrical And Electronics Engineering	24	Degree	English	18	12

PG	Mtech,Electronics And Communication Engineering	24	Degree	English	18	0
PG	Mtech,Computer Science And Engineering	24	Degree	English	24	11
PG	MBA,Master Of Business Administration	24	Degree	English	60	23
Doctoral (Ph.D)	PhD or DPhil,Computer Science And Engineering	36	PG	English	7	7

**Position Details of Faculty & Staff in the College**

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	22				20				104			
Recruited	20	2	0	22	15	5	0	20	48	56	0	104
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	22				20				104			
Recruited	20	2	0	22	15	5	0	20	48	56	0	104
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				58
Recruited	40	18	0	58
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				58
Recruited	40	18	0	58
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				11
Recruited	6	5	0	11
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				11
Recruited	6	5	0	11
Yet to Recruit				0

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	1	0	0	0	0	0	0	0	0	1
Ph.D.	19	2	0	2	2	0	1	2	0	28
M.Phil.	0	0	0	0	0	0	2	1	0	3
PG	0	0	0	13	3	0	45	53	0	114
UG	0	0	0	0	0	0	0	0	0	0

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



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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	Others	Total
		3		2	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	796	0	0	0	796
	Female	530	0	0	0	530
	Others	0	0	0	0	0
PG	Male	60	0	0	0	60
	Female	46	0	0	0	46
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	42	60	56	48
	Female	20	12	11	9
	Others	0	0	0	0
ST	Male	18	19	17	15
	Female	6	9	8	6
	Others	0	0	0	0
OBC	Male	385	432	391	363
	Female	285	297	278	247
	Others	0	0	0	0
General	Male	277	227	254	201
	Female	306	327	306	280
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>1339</b>	<b>1383</b>	<b>1321</b>	<b>1169</b>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	The Institute provides the flexibility to chose the subjects from different disciplines and the ability to learn new technology without any restrictions. Steps are being taken to train the faculty in a planned manner through a focused process. The institute is continuously taking steps to train the teachers and upgrade their skills and knowledge. Students and the Faculty of the institute are utilizing institute's research centers and innovation cell for doing extensive research in the field of Science and Technology. Moreover, 10% of students and 35% of faculty members currently are in the process of guiding and mentoring in a systematic way to foster the culture of innovation and start up ecosystem.
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<p>2. Academic bank of credits (ABC):</p>	<p>DIET has already instructed it's students and faculty to take up online courses through SWAYAM, NPTEL etc. Most of the students have excelled in the above-mentioned online courses with elite certifications. We are awaiting for our affiliated university to develop a system for executing the Academic Bank of Credits in a true spirit and to enrich students for a greater prospect in academic excellence.</p>
<p>3. Skill development:</p>	<p>In order to bridge the gap between the academia and industrial requirement, DIET provides certification courses in Basic Computer Sciences, Electrical wiring, Spoken English etc. and enables the student community to upgrade their skills and be a prospective employee to exuberant in achieving their career goals.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The preservation and promotion of India's cultural wealth must be considered a high priority for the country, as it is truly important for the nation's identity as well as for its economy. In this regard appropriate integration of the Indian Knowledge system, particularly teaching in Indian languages is also an important concept. Languages influence the way people speak with other in terms of their culture, which includes family members, authority and strangers and also influences the tone of conversation. DIET creates ample opportunity to its student by providing teacher-student class discussion through regional language, skit as a part of English translation into regional language, conduction of yoga sessions, etc. to make the students speak in vernacular languages and make them aware of Indian knowledge system.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The objectives set out in NEP on OBE are competent, standardized, benchmark, and explored to attainment of targets. In addition to this, the OBE incorporates three element theory of education, and a specific approach to instructional practice and a inculcating application in real time. DIET is prepared to fulfill the objectives and achieve the target as per the structural curriculum provided by the Affiliating University.</p>
<p>6. Distance education/online education:</p>	<p>During Covid pandemic, online classes were conducted very effectively and efficiently by all the faculty members. Both teachers and learners had</p>

experienced the online teaching and evaluation process through different software tools. At present DIET doesn't have a distance learning study center of affiliating University JNTU-KAKINADA but it can offer different certificate, Degree, Diploma programs if provided a chance. Many students may be benefited by this facility, particularly students who are unable to enroll themselves under regular basis, can pursue their higher education.

## Extended Profile

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### 1 Program

#### 1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
487	411	368	359	372
File Description		Document		
Institutional data prescribed format		<a href="#">View Document</a>		
Institutional data prescribed format		<a href="#">View Document</a>		

#### 1.2

**Number of programs offered year-wise for last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
10	8	8	8	8

### 2 Students

#### 2.1

**Number of students year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1432	1339	1383	1321	1169
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
396	396	416	378	378

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
413	376	417	264	235

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 3 Teachers

### 3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
146	137	156	176	181

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
146	137	156	176	181

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 45**

**4.2**

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

2020-21	2019-20	2018-19	2017-18	2016-17
15.11287	306.45799	201.40374	266.07465	212.61988

**4.3**

**Number of Computers**

**Response: 564**

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

###### Response:

Teaching fraternity is given the flexibility to choose subjects of their expertise, which are in-turn endorsed by heads of the respective departments in a transparent work load distribution mechanism. The syllabus, lesson plan, lecture notes and additional study material are prepared as per the curriculum and made available to students before the start of every semester. The academic committee oversees all the academic activities viz., preparation of effective time tables, syllabus completion and conduction of practical sessions in Labs, Assessment tests, Project and Seminar reviews, and any other issues of academic importance through the formats of STLRP [Semester Theory & Lab Readiness Programme] and STLCP [Semester Theory & Lab Completeness Programme].

- Student evaluation is done in line with the university norms through Mid Exams [Online & Offline], Lab Internal and External exams, Assignments, Tutorials etc.
- The institution maintains EZ(Easy to use) and ECAP [Engineering College Automation Package] Software at a macro level to capture the comprehensive data of all the academic activities
- The course structure and contents of a course are oriented carefully to meet Program Outcomes (PO) and Program Educational Objectives (PEO)
- Memoranda of Understandings (MoUs) with local and national industries relevant to programs have been signed to make students acceptable at local, national and global level
- By conducting workshops, seminars, guest lectures, invited talks and conferences periodically, students get an opportunity to interact with the academic and industrial experts which helps to deliver the curriculum more effectively
- The Institute encourages Choice Based Credit System (CBCS) through Elective subjects and self-learning certification courses through Swayam, NPTEL, Coursera, Eduskills etc.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

##### 1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

###### Response:



Being Affiliated to Jawaharlal Nehru Technological University-Kakinada, the Institute follows University-prescribed curriculum and meticulously develops action plans for effective implementation of the same with highest priority is given for academic excellence. Faculty members are encouraged to impart the curriculum through innovative teaching methods including Powerpoint presentations, flipped classroom, experiential learning, assignments, in house peer discussions, workshops, seminars, industrial visits, E-learning apart from regular/conventional chalk and talk methods. The standard operating procedures employed by the Institute to ensure effective curriculum delivery are briefed below:

- The academic calendar of the Institute reflects curricular, co-curricular and extra-curricular activities planned for the semester which is based on the University calendar
- The holidays considering Govt./University holidays and tentative dates for vacations are mentioned in the calendar. Any required changes/ reforms are included in the calendar for the present semester
- The number of continuous assessments to be conducted is indicated in the calendar following guidelines and timeline provided by the university
- Along with the internal assessments, the co-curricular and extracurricular activities are also mentioned in the calendar
- While preparing the calendar of the prevailing semester, compliance of previous years' academic calendars and deviations, if any, are taken as reference
- The tentative academic calendar prepared from the Vice Principal office & IQAC is discussed in the Academic Committee Meeting in presence of all the Heads of Departments and ACM members and distributed for circulation for any feedback. Any Suggestion/Feedback regarding the calendar are communicated by the employees (faculty members and staff) to the Principal's office and the same are incorporated, if necessary, after due deliberations in the Academic Council/IQAC
- Thereafter, the final version of the academic calendar is published and circulated. It is published at the beginning of every semester. Along with Academic Calendar, the Activity Calendar is also prepared to conduct extra-curricular and co-curricular activities for the students as part of Mandatory Additional Requirements (MAR) of the University

The academic calendar contains the dates for the following categories of activities:

- Commencement of class
- Orientation/Induction programme
- Extra-curricular events like NSS Events, DLCC Activities, Blood Donation camps, Awareness Sessions
- Co-curricular events like student chapter activities, professional body events
- Training & Certification Courses

CRT (Campus Recruitment Training) Sessions

- Workshops/Guest Lectures/Conferences/Seminars/Youth Fests, Online Lectures, NPTEL courses etc.
- Mentoring activities like individual interaction between Faculty Mentors and Student Mentees as per guidelines of the University
- It includes specific dates for conduction of Continuous Internal Evaluations for theory subjects and for Practical papers, as prescribed by the University
- End-semester examinations (Practical & Theory) for University assessments
- Commemorative events, Holidays and Semester-break

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

**1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years**

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

**Response:** C. Any 2 of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of participation of teachers in various bodies/activities provided as a response to the metric	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

**1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented**

**Response:** 100

**1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.**

**Response:** 10

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

**1.2.2 Number of Add on /Certificate programs offered during the last five years****Response:** 36**1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
9	5	8	7	7

File Description	Document
List of Add on /Certificate programs	<a href="#">View Document</a>
Brochure or any other document relating to Add on /Certificate programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

**1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years****Response:** 50.64**1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
728	495	827	734	585

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:**

The Institute's curriculum effectively integrates cross-cutting issues relevant to gender, environment sustainability, human values, professional ethics and leads to a strong value-based holistic development of students. Various activities are organized throughout the year as a part of the curriculum that helps in this endeavor.

**1. Gender Sensitivity:**

Gender related courses are an integral component of various programmes. Students are sensitized and encouraged to work towards gender equity from a cross-cultural perspective. Free counseling services are provided through a Counseling Cell. Gender sensitization camps are organized to educate about women's rights, human rights, child rights, gender justice and gender equality. Compulsory core courses along with the wide range of community outreach programme that include health and hygiene camps, hole-in-the-wall and village adoption, enable exposure to real life situations. The Institute annually organizes seminars, conferences, guest lectures, exhibitions, and literary activities that help in gender sensitization.

**2. Environment and Sustainability:**

Environment awareness camps, Seminars, Workshops, Guest Lectures, Industrial visits and Field excursions are organized. Environment Day, Earth Day and Water Day are annually celebrated. DIET accords great importance to research in Inter-disciplinary areas focused on Renewable energy, Environmental pollution, Agriculture, Education and Healthcare.

**3. Professional Ethics & Human Values:**

The subject "Professional Ethics & Human Values" is included as part of the curriculum. It is compulsory for all the students, irrespective of any stream. Apart from this we have initiated the Faculty to take part in the FDPs related to Development of Professional Attributes for OBE Curriculum & revert the information to students & Faculty for the development of these principles.

December 10th is celebrated as International Human Rights Day to induce the young minds about Human Rights and consequences of their violations. DIET with its NSS Unit conducts various programs every year on Human Rights to provide awareness among students.

Moreover, to enrich curriculum and integrate cross cutting issues, the Institute organizes various awareness programs and events through NSS Unit. Students get awareness about Human values, Ethics, Environment and Gender equity. The Institute provides equal opportunities to boys and girls and encourages them to participate in various activities. Special programs for girl students are arranged on Women Empowerment. Awareness programs and events are organized on national and international days of importance such as World Health Day, World Cancer day, World AIDS day, International Women's day, Teachers day, Engineers day, Republic day, Independence day, Yoga day and Sports day etc.

[https://diet.edu.in/cmoon\\_pdf/integrating\\_of\\_crosscutting\\_issues.pdf](https://diet.edu.in/cmoon_pdf/integrating_of_crosscutting_issues.pdf)

[https://diet.edu.in/cmoon\\_pdf/r13\\_syllabus\\_proof.pdf](https://diet.edu.in/cmoon_pdf/r13_syllabus_proof.pdf)

[https://diet.edu.in/cmoon\\_pdf/r16\\_syllabus\\_proof.pdf](https://diet.edu.in/cmoon_pdf/r16_syllabus_proof.pdf)

[https://diet.edu.in/cmoon\\_pdf/r19\\_syllabus\\_proof.pdf](https://diet.edu.in/cmoon_pdf/r19_syllabus_proof.pdf)

[https://diet.edu.in/cmoon\\_pdf/r20\\_syllabus\\_proof.pdf](https://diet.edu.in/cmoon_pdf/r20_syllabus_proof.pdf)

### Revised Course Structures:

[https://diet.edu.in/cmoon\\_pdf/civil\\_r20\\_revised\\_course\\_structure.pdf](https://diet.edu.in/cmoon_pdf/civil_r20_revised_course_structure.pdf)

[https://diet.edu.in/cmoon\\_pdf/cse\\_r20\\_revised\\_course\\_structure.pdf](https://diet.edu.in/cmoon_pdf/cse_r20_revised_course_structure.pdf)

[https://diet.edu.in/cmoon\\_pdf/cse\\_ai\\_ml\\_r20\\_revised\\_course\\_structure.pdf](https://diet.edu.in/cmoon_pdf/cse_ai_ml_r20_revised_course_structure.pdf)

[https://diet.edu.in/cmoon\\_pdf/cse\\_ds\\_r20\\_revised\\_course\\_structure.pdf](https://diet.edu.in/cmoon_pdf/cse_ds_r20_revised_course_structure.pdf)

[https://diet.edu.in/cmoon\\_pdf/ece\\_r20\\_revised\\_course\\_structure.pdf](https://diet.edu.in/cmoon_pdf/ece_r20_revised_course_structure.pdf)

[https://diet.edu.in/cmoon\\_pdf/eee\\_r20\\_revised\\_course\\_structure.pdf](https://diet.edu.in/cmoon_pdf/eee_r20_revised_course_structure.pdf)

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

**Response:** 76.3

#### 1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
317	386	301	259	255

File Description	Document
Programme / Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 51.68

#### 1.3.3.1 Number of students undertaking project work/field work / internships

Response: 740

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.4 Feedback System

**1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni**

**Response:** A. All of the above

File Description	Document
Any additional information (Upload)	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

### 1.4.2 Feedback process of the Institution may be classified as follows: Options:

**1.Feedback collected, analysed and action taken and feedback available on website**

- 2. Feedback collected, analysed and action has been taken**
- 3. Feedback collected and analysed**
- 4. Feedback collected**
- 5. Feedback not collected**

**Response:** A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Upload any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 56

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

2020-21	2019-20	2018-19	2017-18	2016-17
510	411	403	396	432

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

2020-21	2019-20	2018-19	2017-18	2016-17
720	756	756	816	816

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

**Response:** 66.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
260	279	292	245	234

#### File Description

#### Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)



## 2.2 Catering to Student Diversity

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

#### Response:

#### Assessment Mechanism:

The Institute constantly focuses on the learning levels of students as they hail from diverse backgrounds. One of the primary parameters of the students is the assessment of their learning levels. At the beginning of the class work instruction, segregation of the students is done on the basis of merit secured in previous examinations. In the second step, again segregation of the students is done based on results of the assignments and first Mid examination. The slow learners are identified from the result analysis of Mid-I and remedial classes are conducted for them till Mid-II exams. The students are provided with preliminary resolutions, the institute has taken an initiative to upgrade the teaching and learning process to next level by implementation of Teacher's diary with continuous STLP/STLRP checking to improve the quality of education. We will assess the student with following steps.

**Step 1:** After two weeks of semester, take an assessment test -1 as per the instructor choice of assessment like assignments, quizzes, role play, presentation etc.,

**Step 2:** The assessment is done based on 10 Marks:

1. Student Interaction/Learning & Problem Solving Skills: 3M
2. Test 1: 3M
3. Assignment: 2M
4. Student Attitude: 2M

**Step 3:** Based on the points, initial analysis done on the student understanding level. If the student points less than the Threshold value (8 Points) treated as slow learner.

**Step 4:** The same assessment done before & after the Mid Internal examinations to identify the students for slow learner / fast learner programs.

**Step 5:** Action plan for slow learners and fast learner implemented such a remedial /GATE/CRT classes.

**Step 6:** Allocation of revision schedule for examination preparation

**Step 7:** conduction Backlog Classes for students to boost up the students to be benefited.

#### Slow learners:

In the remedial classes, faculty will concentrate on some important concepts and previous year's end semester exam question papers to ensure that students get maximum practice of topics covered. This helps around the 12-17% backlog students to clear the subjects with confidence. Remedial classes are conducted after regular hours for slow learners without disturbing main stream class work. This strategy proved to be efficient for B.Tech. Students as indicated in the pass percentage improvement from an overall pass percentage of 59.85% in 2017-18 to 73.35% in 2020-21.

### Advanced Learners:

Self and active learning is inculcated among the students through assignments and tutorials. Additional programs are conducted for advanced learners through Institute Innovations Incubation Center in the campus on their field of interest like Campus recruitment training and collaborative assignments, which results in 2-3% of the students clearing National /International level tests and also more than 75% of students get selected for placements. The advanced learners are provided with required training tools to upgrade their knowledge. Industrial visits and skilled - oriented certificate courses are organized to enrich their technical skills. More than 25% of the students have received skill oriented certificates from reputed organizations and also 90% of the students have been encouraged to go for internships. The additional programs organized for the advanced learners proved to be effective in obtaining knowledge and to develop technical and communication skills which in turn help them to achieve their career objective.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Past link for additional Information	<a href="#">View Document</a>

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

**Response:** 10:1

File Description	Document
Any additional information	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

### 2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

**Response:**

Dadi Institute of Engineering & Technology adopts a student-centric approach to make Teaching Learning process more effective for the holistic development of students through experiential learning, participative learning and problem-solving methodologies. The overall improvement in student profile can be obtained by providing opportunities to participate in various hands-on activities apart from the prescribed curriculum. DIET has been conducting several workshops, technical seminars, guest lectures and technical

competitions to enhance the student learning experience at a significant level.

### 1. Experiential learning:

**Industrial visits:** More than 60% of the students frequently visit various industries, factories, power plants, PSUs, large construction sites to get a practical exposure on the functioning of Industrial equipment, contemporary technologies and standard procedures of professional organizations.

**Field works/ Internships:** The main objective of Field works or Internships is to improve career

advancement opportunities and offer real time work experience while undergoing graduation in a particular field/discipline of Engineering. DIET has MoUs with 11 various organizations in addition to Government & Private Industries that provide internship opportunities to students with over 93% beneficiaries.

**Socially relevant projects/Case studies:** Students are encouraged to perform societal case studies, carryout real time survey to identify socio-economic issues to be addressed and create awareness to neighboring community and solve issues through socially relevant projects. These activities will help students provide a scope to address social issues through use of technology driven application in his/her field of interest. 90% of students are taking up this challenging task to unleash the societal aspect of their personality.

**Laboratory sessions:** Curriculum was planned in such a way that much impetus is laid on hands-on experiments required for ample perception of the subjects. The labs, software and experiments are devised to meet this objective. In addition, two more experiments added to benefit all the students to bridge the gap between institute and industry.

**Community outreach Programme:** 76% of the students visit the adopted villages as a part of NSS activities to understand and address community issues. These programmes not only imbibe social responsibility but helps in building strong team with motivating leadership among students.

**2. Participative Learning: Expert Talks, Workshops and seminars:** Students are encouraged to involve in workshops, expert talks and seminars, awareness programmes organized by the institute in association with various professional bodies inviting esteemed experts of various industries. Delivering the content of a course by using Innovative student centric methods is done to enhance student's interpersonal skills, presentation skills and communication skills. The students are involved in group discussions, seminars,

peer discussions, role plays and it has been disseminated in the lecture plan appropriately about 15% of the regular classes.

### 3. Problem Solving Methodologies:

**Projects:** All the students work on projects for a period of six months in several phases that include literature survey, problem identification, methodology, result analysis & conclusion to solve real time societal problems with the use of technical knowledge, Engineering skills and simulation tools.

**Technical contests:** 90% of the students actively participate in several circuit challenges, coding

competitions and global level programming hackathons like IEEE Xtreme conducted in the institute to

kindle their enthusiasm and enhance their problem-solving abilities & management skills.

**Lecture Hall sessions:** Innovative Teaching learning methodologies are implemented on basis of experiential and participatory learning in unique sessions conducted in the lecture halls.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

#### Response:

Information and Communications Technology (ICT) has made a considerable progress to become an integral part of the modern-day education system. Dadi Institute of Engineering and Technology uses ICT oriented curriculum development with over 60% of the ICT enabled lecture halls, laboratories, E-Class rooms, seminar halls etc., as a part of the State-of-the-art infrastructure in the institute.

#### List of ICT tools

Projectors

Computer & Laptops

Headsets

Printers

Scanner

Photo Copier Machines

Online Classes through Zoom, Google Class room and Google Meet

ECAP (Engineering College Automation Package)

CD/ DVD

#### ICT usage by Faculty

YouTube Sharing

Video lectures

Power Point Presentation

Online Workshops

Online Quiz

Online awareness sessions

Webinars

Online Contests

Education around the world is transforming with significant changes in methods and methodologies of teaching and learning with the ICT enabled learning environment. The conventional learning methods such as chalk and talk, dissemination of facts, practices, rules and procedures were adopted in earlier days, whereas learning through problem identification, inquisition and design of solutions, innovative methods, creativity and diversity in thinking is apt for the recent times. The transition is happening from teacher centric learning to student centric learning using the virtual learning environment by integrating ICT. DIET puts more impetus on ICT inclusion in curriculum to advance learning process to motivate students and engage them in learning process, cultivate enquiry and exploration. Teachers should formulate novel learning environment with interactive, experiential and multimedia-based delivery system. The ICT tools

are adopted to enhance learning experience by inculcating the multimedia, PPT, video and audio tools. The flexibility in learning can be improved by providing the video lectures to the students which will encourage them to use them in their leisure hours to enhance their understanding.

**Tools for learning:** Various licensed and open source software tools in the laboratories (MATLAB, ECAD, PSPICE, AUTOCAD etc.) are provided to students for model, simulate and evaluate various scenarios.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	<a href="#">View Document</a>

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

**Response:** 11:1

#### 2.3.3.1 Number of mentors

**Response:** 131

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	<a href="#">View Document</a>
mentor/mentee ratio	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years	
<b>Response:</b> 100	
File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)				
<b>Response:</b> 11.27				
2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years				
2020-21	2019-20	2018-19	2017-18	2016-17
25	16	15	16	16
File Description	Document			
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	<a href="#">View Document</a>			
Any additional information	<a href="#">View Document</a>			

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest
------------------------------------------------------------------------------------------------------

completed academic year in number of years)

**Response:** 5.15

#### 2.4.3.1 Total experience of full-time teachers

Response: 751.91

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

**Response:**

**Mechanism of Internal Assessment:** The Institution has examination Cell to conduct various Internal and External examinations both in theory and practical mode of evaluation. At the beginning of the semester, it collects three sets of question papers for all MID examinations out of which one set will be selected to conduct the MID Examination. The examination system adopted at DIET is very significant and grievances never crossed 0.001% from any stakeholders. However, if any grievances arouse, within 72 hours the cell will rectify the problem transparently. Mobile phones, study material are strictly prohibited to carry into examination halls either by student or invigilator. The dignity and decorum of the invigilator is most vulnerable in the examination hall .The invigilator is expected to be vigilant and take frequent rounds in the exam hall. Mostly, Teaching staff are drafted as invigilators. Subject teachers should not be posted as invigilators in the examination halls.

After entering into the examination Hall, invigilators are instructed to check the pre-requisites like seating arrangement, dress code, ID card of the students, if any ambiguity arises, the invigilators must report to the chief superintendent for immediate solution. The subject teacher is expected to collect the MID answer scripts from the examination cell on the day of exam itself. Subject teacher needs to submit duly evaluated answer scripts to the examination cell within 48 hours after completing verification done by the students and to assess the outcome-based education etc.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

The institute has a well-structured and dynamic Internal Examination Grievance Cell, linking students with the faculty in the continuous evaluation process. The cell follows the guidelines of the affiliated university for conducting internal examination and redressing grievances.

- Internal examination for every semester is conducted as per the time table given by the university.
- Proper seating arrangement for each class is made with internal jumbling mechanism
- All the necessary steps are taken to avoid malpractices in the examination hall.
- Monitor the internal examination process.
- To solve the student's grievances related to internal examination.
- To solve the teacher's grievances related to internal examination.

**Procedure for grievance Redressal**

- Students have to approach respective examination coordinator.
- An application duly stating the grievances to the exam section which is to be forwarded through concerned HoD.
- Having gone through the application, the exam section will forward it to the Principal.
- The Principal in consultation with the concerned faculty will examine it in detail and make a remark on the application before sending it back to the examination department.
- After taking necessary steps, grievance will be resolved with the panel of committee constituted by institute in a completely transparent manner within 72 hours.

**Committee:**

- Dr Challa Narasimham, Principal & Chairperson
- Er A S N Varma - O.I.E
- Academic Committee Members
- Mr A Kiran Kumar- MBA
- Mrs M Kedhareswari - CIVIL
- Mrs K Alfoni Jose - EEE
- Mrs P Amrutha - ECE
- Mr V Vidyasagar - CSE
- Ms B Ch K Preethi - BS &H

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.6 Student Performance and Learning Outcomes**



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

#### **Response:**

In strict compliance with the objectives of Outcome Based Education (OBE), the Program Outcomes (POs), Course Outcomes (COs) are framed by the department offering the concerned program after rigorous consultation with all faculty and stakeholders. After attainment of consensus, the same are widely propagated and publicized through various means such as display and/or communication specified here under.

Website

Class rooms

Laboratories

Student Induction Programs Parent meet

Faculty meetings

Alumni meetings

Library

While addressing the students, the HODs create awareness on POs, and COs. The faculty members, class teachers, and mentors also inform the students and create awareness and emphasize the need to attain the outcomes.

Program Outcomes (POs) are broad statements that describe the professional accomplishments which the program aims at, and these are to be attained by the students by the time they complete the program. Pos incorporate many areas of inter-related knowledge, skills and personality traits that are to be acquired by the students during their graduation. Course outcomes (COs) are direct statements that describe the essential and enduring disciplinary knowledge, abilities that students should possess and the depth of learning that is expected upon completion of a course. They are clearly specified and communicated. The Course Outcomes are prepared by the course coordinator in consultation with concerned faculty members teaching the same course. The POs and PEOs of the program are published through electronic media at individual Department site located on the college website.

#### **The Process for Establishing the POs**

The POs are established through the following process steps:

The Vision, Mission of the institute along with the 12 Graduate Attributes is being used in defining the POs.

**Step 1:** College Academic Committee consults the key constituents: faculty and collects their views and prepares the draft version of the POs.

**Step 2:** The Department HODs gather views from the Alumni, Industry representatives / Employer along with the faculty and revise the draft.

**Step 3:** The Department HODs and analyze and express its opinion on the revised POs and forwards the same for final approval to the principal.

**Step 4:** Principal deliberate on the views expressed by the Department HODs formulate the accepted views and forward to Governing body.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Past link for Additional information	<a href="#">View Document</a>

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

### Response:

Each course has a predefined set of course outcomes and corresponding evaluation criteria. The course outcomes are mapped to the program outcomes which are used to provide the quantitative measurement of how well the program outcomes are achieved. The performance of the students in the examinations during the semester in each course is used to compute the level of attainment of the POs and PSOs through the mapping of questions to COs and COs to POs and PSOs.

### CO Attainment

Assessment methods include direct and indirect methods. The process of course outcome assessment by direct method is based on mid examinations, semester end examination and quiz. Each question in mid/semester end/assignment/quiz is tagged to the corresponding CO.

- Mid Examinations** are conducted twice a semester and each of them covers the evaluation of all the relevant COs attainment.
- Semester End Examination** is descriptive, and a metric for assessing whether all the COs are attained.

Mid Examinations : 60% of the marks obtained

Assignments : 60% of the marks obtained

Sem end Exams : 40% Marks

**Rubrics:** The attainment of Course Outcomes of all courses with respect to set attainment levels are recorded. The expected target level of course outcomes is set in the range of 60% -70% based on the

cognitive levels of the students by the course instructor at the beginning of the semester. The performance of the students in the examinations during the semester in each course is used to compute the level of direct attainment of the COs. The minimum grade requirement for computation of the attainment levels taken is 'D' from the end semester examination.

### Algorithm for CO-PO Attainment Process

1. With the help of MID examination answer scripts, the attainment level of each CO is calculated and converted into the 3-point scale.
2. With reference to the Quiz and assignment marks, the attainment level of each CO is calculated and converted into the 3-point scale.
3. Average of MID Exam, Quiz and Assignment Attainment level is considered as internal exam attainment.
4. Using following rubrics Semester end exam attainment calculated

#### Rubrics for Semester end exams:

- End exam performance  $\geq 80\%$  - Grade 3
- End exam performance 60% - 79% - Grade 2
- End exam performance 50% - 59% - Grade 1

5. Attainment of CO-PO calculated by using the formula below

$$(\text{Attainment Level of Individual CO} \times \text{mapping level of CO-PO})/3$$

6. Overall Direct attainment is equal to average of each PO attainment level of all CO s.

### Algorithm for CO-PO Attainment process (Indirect assessment)

1. Assessment Tools

Faculty feedback, Alumni feedback

2. Feedback percentage is calculated by using formula basing on responses

$$(\text{Number of excellent}) + (\text{Number of good}) + (\text{Number of Average}) \div (\text{Total})$$

3. Rubrics for the feedback percentage

- End exam performance  $\geq 80\%$  - Grade 3
- End exam performance 60% - 79% - Grade 2
- End exam performance 50% - 59% - Grade 1

10% of weightage given to each feedback

$$\text{Indirect Attainment} = (\text{Alumni feedback Grade} \times 0.1 + \text{Faculty feedback Grade} \times 0.1)$$

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional information	<a href="#">View Document</a>

### 2.6.3 Average pass percentage of Students during last five years

**Response:** 81.93

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

2020-21	2019-20	2018-19	2017-18	2016-17
330	307	346	218	194

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

2020-21	2019-20	2018-19	2017-18	2016-17
413	376	417	264	235

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link for the annual report	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3.81

<b>File Description</b>	<b>Document</b>
Upload database of all currently enrolled students (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 10.85

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

2020-21	2019-20	2018-19	2017-18	2016-17
8.793	1.0246	0.264	0.379	0.389

File Description	Document
List of endowments / projects with details of grants	<a href="#">View Document</a>
e-copies of the grant award letters for sponsored research projects / endowments	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)**

**Response:** 2.05

**3.1.2.1 Number of teachers recognized as research guides**

**Response:** 3

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years**

**Response:** 44

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	3	2	1	1

### 3.1.3.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	5	5	5

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
List of research projects and funding details	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Paste link to funding agency website	<a href="#">View Document</a>

## 3.2 Innovation Ecosystem

### 3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

#### Response:

#### (1) Ecosystem for Innovations

Dadi Institute of Engineering & Technology has an outstanding and harmonious ecosystem for innovation, where research and inventions tune together and help in transformation of information and knowledge among faculty and students through Institution's Innovation Council, R&D Centre, EDC,

#### 1. Institution's Innovation Council (IIC):

Dadi Institute of Engineering & Technology is registered as Institution's Innovation Council (IIC) initiated by the Ministry of Education (MoE) in collaboration with AICTE to systematically foster the culture of innovation and start-up ecosystem in the Institute.

#### 2. Research and Development Centre:

Research and development Unit of DIET is a hub of innovation, research, amalgamation of various ideas woven to create patents and many more in its incubation center that was established since 2017.

### **3. Entrepreneurship Development Cell:**

DIET launched its EDC Cell in 2016 with a motto to bring awareness about entrepreneurship, its importance and need among students and faculty.

### **4. Product Development Lab:**

Institute is recognized as Host Institute (HI) for implementation of the Incubation component under MSME Innovative Scheme

### **5. Idea Lab:**

DIET with its IDEA Lab has encouraged many students to come up with novice ideas and formulate a foundation to work on those concepts. Providing a space with loads of facilities to explore new ideas amalgamated with the syllabus, is the main purpose of IDEA Lab.

### **6. Engineering Clinic:**

Enthused by Medical Clinics, Engineering field is also now encouraged to escalate Engineering Clinics in the campus. DIET has its own Engineering Clinic to merge student's engineering knowledge with real time requirements of the modern age.

### **7. ISRO Nodal Centre - Transformative Activities:**

Dadi Institute of Engineering & Technology is nodal center for Indian Institute of Remote Sensing Outreach Programme that focuses on strengthening the Academia and User Segments in Space Technology and its applications using Online Learning Platforms.

### **8. NPTEL Local Chapter:**

DIET is enriched with NPTEL Local Chapter where the students and faculty upgrade themselves by doing courses on recent trends.

### **9. IPR Facilitating Centre:**

DIET IPR facilitating Centre motivates students and faculty to submit their ideas for Intellectual Property & Rights. DIET has filed numerous patents with funding support from National Research & Development Corporation.

### **10. Incubation Centre:**

MSME recognised DIET as Host Institute (HI) for implementation of the Incubation component under MSME Innovative Scheme (MSME Champion scheme) to offer funding support to students and faculty start ups

### **(2) Initiatives for Creation and Transfer of Knowledge:**

1. Encourages and motivates students and faculty to do extensive research in multidisciplinary areas.



2. Create a platform for motivating students and faculty to inculcate research ideas and inspire research potentialities and develop a room to see their ideas turn into reality in the form of patents, innovative projects, products and services.
3. Special focus on student and faculty Startups and Entrepreneurship development. Nearly 32 startup ideas were formulated and products were developed.
4. Technology transfer is carried on by conducting various events like conferences, seminars, workshops, etc.
5. Encourage and support the students and faculty to write papers, articles, book chapters etc., under reputed journals like web of science, SCI, Scopus indexed journals etc.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

Response: 4

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	0

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.3 Research Publications and Awards

### 3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 5

#### 3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Response: 5

**3.3.1.2 Number of teachers recognized as guides during the last five years**

Response: 1

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL to the research page on HEI website	<a href="#">View Document</a>

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

Response: 1.52

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

2020-21	2019-20	2018-19	2017-18	2016-17
59	41	77	49	16

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Response: 0.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
49	4	3	3	4

File Description	Document
List books and chapters edited volumes/ books published	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4 Extension Activities

**3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.**

#### Response:

Extension activities in the neighborhood community, in terms of impact and student sensitizing towards social issues and holistic development in coordination with NSS Unit is harmonized. The institute organizes various extension activities to promote institute-neighborhood community to sentient the students towards community needs. The institute runs National Service Scheme effectively. Through this unit, the institute undertakes various extension activities in the neighborhood community.

#### Neighborhood Community

NSS organizes a residential seven day camp in nearby adopted village and several activities are carried out by NSS volunteers addressing social issues:

1. Awareness on cleanliness
2. Tree plantation
3. School painting
4. Survey on local issues
5. Group discussion with local people
6. Eradication of superstitions
7. Beti Bachao Beti Padhao
8. Support for Senior Citizens

#### Sensitizing students to Social Issues

NSS unit takes up many activities in response to the needs of the community. DIET, NSS team focuses on building awareness among the society regarding social issues such as :

1. Environmental awareness
2. National Integrity
3. AIDS awareness
4. Blood donation camp
5. Health checkup camp
6. Veterinary guidance
7. Farming need
8. Awareness to abort farmer's suicide
9. Medical awareness

## 10. Drugs and Trafficking Awareness

**Education and Receptions**

Activities in this field include:

1. Programme on continuing education of school dropouts, remedial measure for students from weaker sections
2. Digital awareness for rural people

The NSS Unit number 90214306 of the institute comes under JNTUK Kakinada. It aims at developing qualities of leadership, patriotism, maintaining discipline, character building, spirit of adventure and the idea of self service. The NSS unit of the institute organizes various extension activities such as tree plantation, road safety awareness, blood donation camp, free medical camp, save fuel-save country programme, Swatch Bharat Abhiyan, National equality awareness, ban plastic and awareness on green environment. During pandemic situation DIET, NSS unit organized free COVID Rapid tests and conducted Mega vaccination drive for the students and staff.

**Outcomes**

- Plastic usage is reduced
- Greenery is increased and received Green Campus Award

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

**Response:** 16

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

2020-21	2019-20	2018-19	2017-18	2016-17
9	3	2	2	0

File Description	Document
Number of awards for extension activities in last 5 year	<a href="#">View Document</a>
e-copy of the award letters	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Response: 42

#### 3.4.3.1 Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
12	15	4	5	6

File Description	Document
Reports of the event organized	<a href="#">View Document</a>
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 72

#### 3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1131	991	1023	859	795

File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.5 Collaboration

#### 3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 21

##### 3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
7	5	4	3	2

File Description	Document
e-copies of related Document	<a href="#">View Document</a>
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 19

##### 3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
8	4	4	2	1

<b>File Description</b>	<b>Document</b>
e-Copies of the MoUs with institution/ industry/corporate houses	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

The institution ensures adequate availability and optimal utilization of physical infrastructure as it is critically linked to the vision of the Institute. At the beginning of the academic year need-assessment for replacement, up-gradation, addition to the existing infrastructure is carried out based on the suggestions from AMC (Annual Maintenance Committee), and ACM (Academic Committee Meeting) members, Heads of the departments, lab technicians and system administrator by considering the parameters like course requirements, computer-student ratio, budget allocations, working condition of the existing equipment and also suggestions from students. The Academic committee plans ahead for all requirements regarding classrooms, laboratories, furniture and other equipment for ensuring smooth and effective teaching learning practices.

1. Optimal deployment of infrastructure is ensured by conducting workshops, awareness programs and training programs for faculty on the use of new technology.
2. Effective utilization of infrastructure is ensured through appointment of adequate and well qualified lab technicians, system administrators.
3. The available physical infrastructure is optimally utilized even beyond regular institute hours, to conduct certificate courses, co-curricular activities, extra - curricular activities, parent teacher meetings, Campus Recruitment Training (CRT) sessions, campus recruitments, meetings, seminars, conferences etc.
4. The Infrastructure of the institute is being used to conduct various examinations and entrance tests of State Government and National importance without disturbing the regular curricular and research activities.

**Classrooms:**

The Institute has adequate number of classrooms and laboratories as per norms of UGC and AICTE for effective implementation of the teaching-learning process. The institution has totally 40 classrooms with Wi-Fi connectivity. The institute has 31 LCD projectors for effective teaching and learning process. Each classroom has adequate seating capacity based on sanctioned intake as per AICTE norms. Seminar halls are available for conducting Department level programs such as Association activities and programs related to professional bodies of the department. There are two seminar halls, out of which one is centralized air-conditioned multipurpose seminar hall with a seating capacity of 250. Apart from this there are two conference halls and a Board Room. There is also an open auditorium to conduct various institute level programs.

**Laboratories and Department Libraries:** Each department is having various laboratories as per the requirements of the statutory bodies and department library. There are totally 38 laboratories in the campus. Central library, with adequate number of titles and volumes of text and reference books, are



available for students and faculty members. The Institute has computer center with adequate number of computers with LAN and Internet facilities.

**Computing and Internet facilities:** Totally 564 computer systems are available with internet facility through a 1:1 Leased line with a band width of 50 Mbps. Wi-Fi is enabled for all the class rooms, seminar halls, conference halls throughout the campus.

**E-Resources:** Study materials and online video lectures for each subject are posted in the Google Classroom which would help the students in their learning. Such materials can be viewed by the students during their study time. Online tutorials, quizzes and assignments are also conducted using Google Classroom.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

##### **Response:**

The institution gives adequate importance to Sports and games. DIET has three large playgrounds with provision for multiple outdoor games, such as Cricket, Football, Volleyball, Basketball, Kabaddi, Throw Ball, Kho-Kho etc. Indoor games are also available such as Table tennis, Carroms and chess. The institution hosts inter University zonal tournaments in the campus. Gymnasium is available at the department of physical education. A 100 capacity auditorium is provided for Yoga. International Yoga Day is celebrated every year. All facilities are provided with well-equipped assembly halls for organizing annual functions and cultural events.

DIET has a Cultural Club i.e. DIET Literary and Cultural Club (DLCC) established in the year 2017, for conducting various cultural activities to provide platform for the students to showcase their talents and communal harmony. Under DLCC SAC (Student Activity Centre) is established, SAC room is 69 square meter in area. It provides a well-equipped band room comprises of musical instruments. The club conducts Cultural activities during various college level programs such as Open House Exhibition, New year celebrations, Pongal Celebrations, Christmas, Annual Day, Talent Show, etc.

**User rate:** Around 30 students utilize the facility every day. The Institute, with its compulsory Core Courses and the continuous evaluation scheme, integrates sports and extra-curricular activities as essential components. This is done not only for participation but also for assessment of students. DIET has excelled at these events by winning prizes and awards in individual and group events.

**Sports and Games facilities:** The Department of Physical Education facilitates the students with all the equipment in their practice and motivates them to participate in both the indoor and outdoor games and sports.

**Indoor Facilities:** Indoor games Established in the year 2007

S.NO	SPORT	No of BOARDS
1	Table Tennis	2
2	Carrrom	6
3	Chess	6

**User rate:** Around 70 students utilize the facility every day.

**Outdoor Facilities:** Outdoor games Established in the year 2007, Basket ball court is newly constructed and established in the year 2022.

Sl.No	Description	Area (meters)	Number
1	Volley Ball	18x9	2
2	Cricket	110x90	1
3	Kabaddi	13x10	2
4	Kho-Kho	27x16	1
5	Foot-Ball	110x90	1
6	Shuttle Badminton	44x20 feet	1
7	Throw Ball	18x12	1
8	Tennikoit	12x6	1
9	Hand-Ball	40x20	1
10	Basketball	28x15	1

**User rate:** Around 150 students utilize this facility every day.

**Yoga and Meditation Centre:**

Yoga and meditation Centre was established in the year 2017.

The institution has an outsource of Yoga and Meditation Center, exclusively designed for yoga and meditation with audio and video facilities, for improving physical and mental health of students and staff. Yoga and Meditation Centre organizes the meditation classes every day.

**User rate:** Around 30 students utilize the facility every day.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)****Response:** 68.89**4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

Response: 31

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)****Response:** 60.83**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
26.44677	130.7207	23.80882	99.69695	79.12065

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	<a href="#">View Document</a>
Upload audited utilization statements	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>

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

The library is automated with Software for University Library (SOUL) (2.0 Version) software for easy

transaction and circulation of books through Bar-coded ID cards. The library has 20 computers for student to access with a speed of 50Mbps internet facility, a printer and 2 Xerox machines. User can access the online information about the availability of books. Online Public Access Catalog (OPAC) is a library catalog accessed via a computer terminal for the benefit of library users. The basic purpose of the OPAC is to create a database of library holdings which provides an online catalog to help users in identifying and searching resources. Users can search a document, confirm its availability, reserve the book and even issue/return the material, etc. At any point of time, the electronic catalog is at the front line of service technology. With the growth of computer networks, users are able to access the library OPACs. Resources can be accessed through Wi-Fi in campus. Articles can be downloaded by the users from the e-journals by using their user id and password allotted by institution.

The library has a spacious built-up area of 406.56 Sqm, with a seating capacity for 200 users. The library personnel include a qualified Librarian, Assistants and supporting staff. The library operates on all working days from 08:00 AM to 06:00 PM. The library has 27,356 volumes with 9,827 titles of books and about 3400 back volumes of scientific and technical periodicals. The library also subscribes to 80 periodicals and more than 6800 e-journals. A separate reference section is maintained with Handbooks and General-knowledge books. Inter-library loan facility is also available through DELNET. Central Library supports departmental libraries. The library follows open access system encouraging the user to browse freely in the stack area.

**Circulation:** This module facilitates Membership, transaction, overdue charges, and reminders. Maintenance of the items such as binding, lost, replace, missing, and withdrawal are also provided in report generation.

**Administration:** The administration module includes the features of grouping users based on the policy, transactional rights over the ILMS, transaction level security to users, various configuration settings such as labels, e-mail and other parameters related to the software use, and common master database is used.

**Catalogue:** This module is used for retrospective conversion of library resources. The salient feature of this module is to retrieve information such as corporate body, subject headings and series name.

**Digital Library:** The institution has a digital library with 20 computers in the central library and is accessed from any department through campus LAN. It has a reasonably good collection of e-journals like IEEE, ELSEVIER, DELNET and N-List e-books. NPTEL videos, e-books, GATE papers, old question papers, and e-journal articles are available in the digital library for easy access.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional Information	<a href="#">View Document</a>

#### 4.2.2 The institution has subscription for the following e-resources

1.e-journals

2.e-ShodhSindhu

- 3.Shodhganga Membership**
- 4.e-books**
- 5.Databases**
- 6.Remote access to e-resources**

**Response:** A. Any 4 or more of the above

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	<a href="#">View Document</a>

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

**Response:** 8.01

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

2020-21	2019-20	2018-19	2017-18	2016-17
8.31847	4.61824	4.61106	4.74809	17.76030

<b>File Description</b>	<b>Document</b>
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 22.56

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

**Response:** 356

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

#### Response:

In this electronic communication era, internet communication plays a vital role in the teaching learning process. To fulfill the norms of AICTE and University, the institute has very strong IT infrastructure. Institute aims at providing futuristic facilities to its students, so that they can utilize these resources to reach greater heights. To enable this, the institution frequently updates its IT facilities to provide the best facilities. Our classrooms are equipped with LCD projectors and supported by audio visual systems. The entire campus is monitored by CCTV cameras installed at strategic places.

The institute has massive network of 564 computers with 50 Mbps internet connectivity. Uninterrupted Power Supply (UPS) is available in all computer laboratories. Open source and latest proprietary software such as ECAP (Engineering College Automation Package), Lab View Elvis, MATLAB etc. are available in laboratories. Institute has a well-established language lab to enhance communication skills of students. Language lab software consists of the Interactive Instructor and student module, Audio and video recorder, lesson composer and integrated study material. Institute has ZOOM and Google Classroom for conduction of online classes and meetings.

Four servers are available for smooth conduction of various activities such as online examinations, webinars, online workshops, virtual lab, hosting proprietary software etc. Engineering College Automation Package (ECAP) is deployed for effective academic planning, executing, monitoring and analyzing. ECAP software is used for automation of academic and administrative processes used in the institute, to maintain and analyze the data related to various processes of the institute. This cloud-based ECAP software facilitates computerized processes for student admission, educational certificates generation, teachers – parent communication, examinations, leave management, attendance and academic monitoring, students’ feedback, learning management system, etc.

Computers with internet connection are made available to all the faculty members at their respective locations. All the HoDs and IQAC coordinator are provided with high configured systems for administrative work. In the academic year 2017-18, the institute was having 470 computers with 40 Mbps internet connectivity. 30 projectors were installed in different classrooms. To maintain computer laboratories, regular purchasing of mouse/RAM and other hardware components are also done on regular basis.

In the academic year 2019-2020, 110 new Dell desktop systems (I5 processor, 16 GB RAM, 1 TB HDD) were purchased to upgrade computer labs. Now the total number of computers available for the students across the campus is found to be 520 in number. In the academic year 2020-2021, 50 mice and 80 keyboards were purchased in place of damaged peripherals to upkeep all labs. Internet band width was increased to 50mbps.

New CCTV cameras with one CCTV DVR were also installed for surveillance purpose in the campus. One new lab is used for Data Science Lab/Project Work. Every year, the computer laboratories are being upgraded. The institute has a separate centralized maintenance system in order to support the IT infrastructure, campus facilities and equipment. All the IT facilities are periodically updated. Details of the same are given in the document under additional information.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 3:1

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Student – computer ratio	<a href="#">View Document</a>

#### 4.3.3 Bandwidth of internet connection in the Institution

**Response:** A. 750 MBPS

File Description	Document
Upload any additional Information	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

### 4.4 Maintenance of Campus Infrastructure

#### 4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

**Response:** 255.69

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

2020-21	2019-20	2018-19	2017-18	2016-17
153.72101	174.62558	174.07093	158.39165	124.07860

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

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

##### **Response:**

Maintenance of physical and academic facilities:

There are established systems and procedures for maintaining and utilizing physical, academic and support facilities like laboratory, library, computer labs, classrooms, etc. Our institute has very effective internal coordination and monitoring mechanism. The principal monitors various curricular and co-curricular activities with the help of conveners and members of the committees. The principal carries out administrative activities. Along with this, IQAC is functioning actively and effectively for the quality sustenance and enhancement. Procedures for maintaining and utilizing physical and academic support facilities are as follows.

##### **Library:**

1. To ensure relevant and required collection of books, journals and other sources to support all the courses offered in the institute.
2. To allocate appropriate budget to give the above stated sources of materials to meet the curriculum of courses.
3. To offer library extension services to the students and teachers.
4. The committee acts as an integral auditor for quality checking and provides support and guidance to library functioning body.
5. The advisory committee periodically meets to discuss various issues related to the library facilities and services and suggest suitable solution for better functioning.
6. Teachers and students submit their book requirements in writing to the library and accordingly books are sanctioned by the committee.

Regular updating of library books on a semester basis as per the changes in the syllabi is carried out. Student and Faculty are permitted to recommend the purchase of desired or relevant book to be procured to the library. Library committee discusses and approves the procurement of these books. Library committee meets twice a month to evaluate the existing resources and the number of copies available in the library.



The adequate copies of books required are noted down in consultation with HoDs and the members of the Library. List of required books are prepared after proper planning from the approved budget. Funds are allotted to purchase books for departmental library whenever it is necessary even in between semesters. This procedure is carried out by the Head Librarian.

**Sports:** For maintaining and utilizing sports facility, Institute has an efficient Physical director. He looks after all essential sports activity as per the schedule of JNTUK University regarding the sports competitions, Physical director brings into notice of all students for their entries to participate in various events.

**Laboratories:** For maintenance and up gradation of computers and other lab equipment institute takes help from system administrators and technical staff. The maintenance is done as per requirement of the institute. Institute checks maintenance of computers, CCTV system and other lab equipment with the members of AMC (Annual Maintenance Committee) and with external dealers. Stock verification of departments is done on regular basis. Faculty and staff members are involved in stock verification processes. Number of groups is formed with one senior faculty member as in-charge to verify the stock. Faculty from a particular department is not allowed to involve in the stock verification of his/her department. Adequate budget is allotted each year to ensure proper maintenance of facilities in the campus before the start of the new academic year.

**Classrooms:** For maintaining and utilizing classrooms and other infrastructures, institute has a committee under the leadership of Principal. The committee frequently supervises cleaning of class rooms, wash rooms and campus. Institute ensures clean and continues water supply for drinking water and wash rooms. The committee also monitors minor repairing of doors, windows, electric supply, furniture/ bench repairing, cleaning of water head tank, water coolers, and maintenance of mineral water plant etc., to maintain healthy environment for teaching and learning.

**Others:** DIET has BSNL telephone landline connectivity. All the laboratories, faculty rooms and seminar halls are provided with landline connections. Management and maintenance of telephones and extensions in the entire premises is done by professionals.

The entire campus is Wi-Fi enabled and is under video surveillance. Security personnel are hired from a reputed security agency. CCTV cameras and security processes are maintained by the Security Chief appointed by the institute. Well maintained, separate common rooms and rest rooms for girls and boys exist in the campus. Water purifiers with RO technology have been installed in all floors to provide safe drinking water. The quality of drinking water is tested on regular basis. Adequate electric power backup systems have been established in case of power failure. Spacious parking facilities for two and four wheelers are provided for the staff members and students.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

Response: 79.04

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

2020-21	2019-20	2018-19	2017-18	2016-17
1072	1127	1156	1017	884

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	<a href="#">View Document</a>
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	<a href="#">View Document</a>

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template)	<a href="#">View Document</a>

### 5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

**Response:** A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

### 5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

**Response:** 67.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
1042	894	986	892	680

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

**Response:** B. 3 of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

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

**Response:** 29.37

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

2020-21	2019-20	2018-19	2017-18	2016-17
164	120	109	61	61

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Self attested list of students placed	<a href="#">View Document</a>
Details of student placement during the last five years (Data Template)	<a href="#">View Document</a>

### 5.2.2 Average percentage of students progressing to higher education during the last five years

**Response:** 10.17

**5.2.2.1 Number of outgoing student progression to higher education during last five years**

Response: 42

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

2020-21	2019-20	2018-19	2017-18	2016-17
15	20	19	15	17

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	<a href="#">View Document</a>

**5.3 Student Participation and Activities****5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural**

**activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.**

**Response:** 9

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	1	1	1	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	<a href="#">View Document</a>
e-copies of award letters and certificates	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)**

**Response:**

Students constitute a major stakeholder in the institutional growth. Utilization of the support and ideas of the students is the most important requirement for the prosperity and well-being of the institute. DIET always strives to build a relation of mutual respect and inculcate a sense of pride amid the students for their own institute.

Students take active participation by representing themselves in various academic, administrative bodies, co-curricular and extracurricular committees of the institute. Students organize and celebrate various academic, sports and cultural events.

The active participation of the students in the above cited activities enhances their communication skills, management skills, leadership skills, team work, and time management, delegation of work and resource management ability and boosts their confidence levels. The following are the academic, co-curricular and extracurricular committees where student's representation exists.

The institution has an active Student Council that functions with the prime aim of improving and enhancing the standard of the learning environment in the campus. The function of the council is to address the grievances of the students, consider the suggestions of the students and plan for further improvement.

The council comprises of male and female students from each department. The council meets twice in a semester. The minutes are recorded and actions are taken on the points discussed.

Various Students' Forums / Clubs / Cells listed below functions in the campus to take up different events and activities for students:

- NSS
- DIET Literary and Cultural Club
- Alumni Committee
- Womens' Club
- Anti Ragging Committee
- Grievances and Redressal Committee
- R&D Committee
- Web Committee
- Sports and Games
- Training and Placement
- Canteen
- Transport

The students conduct seminars, career guidance and quality improvement programs throughout the year by inviting resource experts from industries and other institutions. Industrial visits to various industries are also arranged by the students as a part of their curricular activities. Various student chapters of professional bodies listed below also function in the institute:

- IEEE (Institute of Electrical and Electronics Engineers) Student branch
- IETE (The Institution of Electronics and Telecommunication Engineers ) Students' Forum (ISF)
- ISTE (Indian Society for Technical Education) Chapter
- CSI (Computer Society of India)
- IEI(Institution of Engineers)
- CII(Confederation of Indian Industry)

In addition to playing active role as members in all these Clubs, Cells, Forums and Chapters, students of both genders act as office bearers like Chairman, Secretary, Additional / Joint Secretaries, Treasurers, Executive members where almost 35% of the students take the opportunity to experience the leadership role.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** 22.2

**5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
13	31	24	22	21

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	<a href="#">View Document</a>

**5.4 Alumni Engagement****5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services****Response:**

The major objective of the Alumni Association is to maintain and enhance the relationship between the Institution and Alumni. The feedback of the Alumni is important in shaping the co curricular and placement activities of the institute thereby helping in the overall development of the institute.

At present the Institutional Alumni Association is engaging the Alumni to conduct guest lectures, technical talks and interaction with juniors. This is achieved through the Alumni cell and the Training and the Placement cell. The interaction and experience provides a clear picture to the junior students the real time Industries exploration. The Alumni further guides the juniors to perpetrate competitive exams and higher education in Indian and Foreign Universities. A majority of the Alumni are in contact with the students, Faculty, and Administration through the online Professional platform like WhatsApp, Facebook and LinkedIn. Their advices/ suggestions/ opinions are useful in shaping the co circular and placement activities. Some of the activities carried out by the Alumni include:

- 1.Few of our Alumni are entrepreneurs and they help the juniors in placement/ Entrepreneurship activities.
- 2.Some of our Alumni are in lead positions in top MNCs of the country like TCS, Infosys, and Wipro etc. They guide the junior students for placement trainings / interviews.

The Alumni get together is the place where the Institute gets first-hand information and support to form the Alumni. Institute conducts such gatherings from time to time. However, Alumni visit the campus and give beneficial suggestions/ opinions. At present the Association is not seeking any monetary assistance from



the Alumni as it has not been registered as a society with the Government.

The Institute plans to conduct one Alumni meet every year to ensure the wider participation of Alumni in different activities of college for the benefit of students.

#### Objectives of the Alumni association:

- To collect, publish and distribute such information as may be useful to the alumni and their Alma Mater.
- To encourage and promote close relations between the Institution and its alumni and among the alumni themselves.
- To promote and encourage friendly relationship between all members of the Alumni body, an interest in the affairs and well-being of the Institution.
- To provide and disseminate information regarding their Alma Matter, its graduates, Faculties and students, and to the alumni.
- To initiate and develop programs for the benefit of the alumni.
- To serve as a forum through which alumni may support and advance the pursuit of academic excellence at the Institution.
- To guide and assist alumni who have recently completed their courses to obtain employment and engage in productive pursuits useful for society.
- To organize and co-ordinate reunion activities of the Alumni and let the Alumni acknowledge their gratitude to their Alma Matter.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:** E. <1 Lakhs

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

**Response:**

**Vision:**

To evolve into a premier technical institution ensuring academic excellence and promoting innovational research.

**Mission:**

- To impart high quality technical and professional education to uplift the living standards of the youth by focusing on employability, higher education and research
- To bridge the gap between industry and academia by introducing add on courses based on industrial and academic needs
- To develop responsible citizens through disciplined career and acceptance of ethical values
- To be a student centric institute imbuing experiential, innovative and lifelong learning skills addressing societal problems

To realize the vision and mission, the institute adopts a system-driven and participatory mode of governance with all stakeholders (students, staff, management, parents, alumni, employer and societal representatives) participating actively in its administration at different levels with accountability.

The Apex body - Governing body

- Strategic Committee
- Monitoring Committee
- Examination Committee
- Finance Committee
- Academic Committee
- Department Advisory Committee
- Research Committee
- IQAC
- Other Functional Committees

#### Quality Policy

Dadi Institute of Engineering & Technology is committed to provide quality education in the field of Engineering and Management with a commitment to constantly work for the continual improvement of students in terms of technical enhancement, personality development and career advancement with a special focus on innovation and research and to meet the global needs by exhibiting ethical and moral values.

**Published and displayed the Vision and Mission of the institute at following locations:**

1. Institute website
2. HOD Chamber
3. Notice Boards
4. Department Library
5. Academic Regulations & Curriculum Book
6. Class Rooms/Labs

**Disseminated to:**

- All the stakeholders through faculty, parents and alumni meetings
- During the stakeholders visit to the department on various occasions.

The following process was adopted in defining Vision and Mission statements:

1. Collection of feedback from the stakeholders
2. Analysis of the feedback and identification of key points
3. Distribution of analyzed feedback to apex bodies
4. Institute level discussion on defining institute level Vision and Mission statements
5. Discussion of the pre-approved Vision and Mission Statement in Institute Academic Committee Meeting
6. Approval by Institute Academic Committee
7. Approval of Vision, Mission and Quality Policy by Governing Body (GB) of the institution

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management****Response:****Institutional Practices for effective leadership:**

In order to attain the institutional short term and long-term goals, the institute practices effective leadership in a transparent manner.

## 1. Short term goals

- 1.To achieve academic excellence by securing 100% result in the University Examination
- 2.To enable scholastically vibrant ambiance for teaching and learning
- 3.To indulge into research and development activities for professional growth of students and staff
- 4.Prepare students to excel in communication and entrepreneur skills
- 5.Motivate students to foster and develop qualities of leadership, inter and intra -personal and problem-solving skills, to face the professional and personal challenges in life
- 6.Inculcate the qualities of integrity, honesty, loyalty and patriotism among students
- 7.Stimulate a desire among students and faculties to make full use of infrastructural facilities and expertise themselves to serve the society and the Nation
- 8.Foster a harmonious and cordial relationship with management, faculty and students for their respective growth and for the establishment of a congenial academic environment in the campus.
- 9.Achieve 100% Placements for Students
- 10.Quality assertiveness through National statutory bodies of Accreditation

## 2. Long-term goals

- 1.Connectivity with the Academic Institutions of National and International importance
- 2.To evolve as an Autonomous Institution
- 3.To evolve into a Center for Excellence in Engineering and Technology by undertaking national and international acknowledged research and development works

The practices of decentralization and participative management are as follows:

- Chairman, Governing Body
- Principal, Vice-Principal
- Institutional Conveners of IQAC (Internal Quality Assurance Cell), R&D (Research and Development), Academics, Training & Placement, Skill Development, Examinations and Green Campus
- HoDs
- AICTE recommended statutory essential and desirable committees like Grievance, Anti-Ragging, ICC (Internal Complaint Committee) and DLCC (DIET Literary and Cultural Committee) etc.
- Functional committee coordinators, student bodies, alumni, parents, employers and other stakeholders

**The Functional committees namely:**

- Governing Body
- Institute Academic Committee
- R&D (Research and Development) Committee
- IQAC (Internal Quality Assurance Cell)Committee
- Training and Placement committee
- Administrative Committee
- Academic Review Committee
- Food and Canteen Committee
- Examinations Committee
- Grievances committee

- Internal Complaints Committee
- Discipline Committee
- Knowledge Information and Media Committee
- Anti-Ragging Committee
- Admissions Committee
- Literary and Cultural Committee
- National Social Services Committee
- Sports Committee
- Transport Committee and
- Career Counselling Committee

The functioning of above said committees are at Institute level. They conduct monthly, quarterly, and yearly meetings to discuss regular issues and the problems, if any found are resolved immediately.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

#### Response:

#### Curriculum Development:

- Curriculum enrichment through Add on Courses and Certificate Courses
- Adopted Elective Courses as prescribed by Affiliating University JNTU Kakinada
- Open Electives across the programs to enhance the professional competency of the students
- Collection of feedback on curriculum from stakeholders

#### Teaching and Learning:

- Extensive use of ICT in teaching and learning beyond class rooms
- Involving experts from industry, research and academic institutions
- Focus on experiential learning and participatory learning
- Student Seminars, Assignments, Projects and Field work are part of the curriculum
- Remedial and backlog classes are being conducted for slow and backlog students respectively
- The advanced learners take partnership in innovative projects

#### Examination and Evaluation:

- As the institute is affiliated to JNTU Kakinada, we are following policies and reforms which are made by the university from time to time

- As part of the internal assessment course instructors conduct the two assignments on the topics related to First Mid and Second Mid
- Online Quiz examinations are being conducted as directed by Affiliating University
- Practical/laboratory internal assessment is being made based on the day-to-day performance, record and internal examination followed by viva
- To evaluate UG/PG Projects, the institute's PRC (Project Review Committee) conducts three internal reviews and external viva-voce as per the directions of Affiliating University
- Videography and Double valuation in internal examination for all PG Courses
- Grievance cell for examination related grievances is in operation

#### **Research and Development:**

- The Institute has R&D laboratories with state-of-the-art infrastructure
- The institute encourages the cross cultured and multi-disciplinary research among Faculty and students by providing industry and academia connectivity
- Journal Papers, Book Chapters, Patents, Designs, Innovative ideas, Copy rights are rewarded
- The Institute encourages and supports research projects and awards incentives for Innovative ideas
- Organizes Seminars and Workshops on Research

#### **Library, ICT and Physical Infrastructure / Instrumentation:**

- The DIET Central Library is having more than required number of titles and volumes of text books
- It possesses Integrated Library Management Software (SOUL 2.0) which supports the automation system
- It maintains separate Online Public Access Catalogue (OPAC) for students and Faculty to visualize the status of books
- It maintains separate book bank for SC, ST students
- Annually, the Central Library rewards Faculty and students with best library user awards
- Extensive use of ICT classrooms

#### **Incubation, Innovation and Skill Development:**

- The institution is collaborated with industries and research organizations like NRDC
- Implementing AICTE initiatives such as IIC, NISP. It has 13 MOUs with reputed organizations
- Organizing Workshops, FDPs, Seminars and Webinars in association with Industries and Academic Institutions

#### **Admission of Students:**

- The institution has a well-organized and a transparent admission mechanism
- All the admissions are based on merit in accordance with the ranks obtained in the Common Entrance Tests like EAPCET, ICET, ECET, PGCET or marks obtained in qualifying examinations in case they are applying for direct admissions which needs to follow the rules of reservations as specified by Government of Andhra Pradesh
- As a result, students belonging to OC, SC, ST, BC and minority categories will get a justified admission as per the branch chosen. Girl students are enrolled in large number in our institute

File Description	Document
Upload any additional information	<a href="#">View Document</a>
strategic Plan and deployment documents on the website	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

#### Response:

#### Administration:

The institute has structural administrative setup to implement various policies. The institutional bodies (functional committees) also function as a part of administration.

#### Principal

The principal shall be the Head of the Institution. He shall be the immediate superior to all the members of the staff working in the Institution. He shall be assisted by Vice Principal and other non-teaching staff in discharging his duties and responsibilities. The Principal shall be in communication, wherever necessary, with the Heads of the Departments and parents / guardians of the students. There shall be a Principal's office consisting an Administrative officer, other admin and non-teaching staff. The office shall maintain the admission registers, scholarship accounts, casual leave, compensatory leave, etc., of the teaching, admin, technical and non-teaching staff of the Institution and other such records necessary for effective administration.

**Vice Principal** will be looking after the implementation of academic and administrative issues as per the direction of Principal.

#### Head of the Department

The Head of the Department is appointed by the Principal of the Institution. Generally, the senior most faculty from the concerned department shall be nominated on rotation basis as the Head of the Department for a specific period. Principal will consider appointing a Professor to be the Head of every Department.

#### Institutional bodies

The following institutional bodies (functional committees) have been functioning through institutional policies.

- Academic Committee
- R&D (Research and Development) Committee
- IQAC (Internal Quality Assurance Cell) Committee
- Training and Placement committee

- Anti-Ragging Committee
- Grievances committee
- Internal Complaints Committee
- SC/ST Cell Committee
- OBC Cell Committee
- Minority Cell Committee
- Administrative Committee
- Academic Review Committee
- Food and Canteen Committee
- Examinations Committee
- Discipline Committee
- Knowledge Information and Media Committee
- Admissions Committee
- Literary and Cultural Committee
- National Social Services Committee
- Sports Committee
- Transport Committee
- Career Guidance Committee

### **Service Rules**

#### **Human Resource Planning**

The Principal shall assess the staff requirement for the immediate semester or academic year, in the month of April every year or during the end breaks of academic year. He/ She will obtain the staff requirement lists from all the Heads of Department and arrive at the number of faculty members and administrative staff required with the stipulated guidelines in mind. The faculty member and staff members shall be selected based on interview committee/panel headed by Principal. A Professor shall be appointed as Head of every Department. The teacher student ratio shall be 1:20.

#### **Pay Scales**

##### **Teaching Staff:**

DIET has been implementing AICTE envisaged scales of pay with little departures basing on the market demand and supply conditions of qualified candidates with efficacy, that too with an intention to improve staff retention ratio. For that purpose, at the time of fixing incumbent's scale of pay, the earlier service either in academic, research and industry experience of the incumbent, if any, are being taken into consideration. Consequently, basing on the academic credentials, performance in the interview, earlier service, and earlier salary drawn decision is taking. The Governing Body of the Institute fixes the Scale, Basic Pay, Academic Grade Pay, and DA for the newly selected employees.



File Description	Document
Upload any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution webpage	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 6.2.3 Implementation of e-governance in areas of operation

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

**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
ERP (Enterprise Resource Planning) Document	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation, Administration etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

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

**Response:**

The institution has adopted prospective welfare schemes for teaching and non-teaching staff. The following are the welfare measures:

**Teaching Staff:**

1. Group Insurance
2. Leaves
3. EPF
4. Sponsorship for Higher Studies – Ph.D. Full Time / Part Time, PDF
5. Sponsorship to attend Seminar / Paper Presentation / Conferences in India & Abroad

6. Sponsorship to attend Quality Improvement and Faculty Development Programme
7. Revenue sharing with faculty in Consultancy / Testing
8. Cash incentive for Paper Publications, R&D work
9. Cash incentive for membership in Professional Bodies
10. Best Faculty award
11. Subsidized Transport

**Non-Teaching Staff:**

1. Group Insurance
2. Leaves
3. EPF
4. Revenue sharing with staff in consultancy / testing
5. Free Uniform and Shoes
6. ESI
7. One month salary is offered to the non-teaching (Administration and Supporting) staff as fringe benefit at the time of his/her marriage.
8. All supporting staff who are having five and above years of service are offered with Rs.5,000 as a financial support at the time of this/her child's marriage (One-time only)

**Leaves System:**

S.No	Leave Type	Teaching Staff	Non Teaching Staff
1	Causal Leave	12 days	16 Days
2	Academic leave	12 days (For attending FDPs, Seminars)	---
3	Duty leave	12 days	12 days
4	Study leave	2 years (above 3 years of experience)	2 years (above 3 years of experience)
5	Medical Leave	8 days Full Pay, 16 days Half pay (above 3 years of experience)	8 days Full Pay, 16 days Half pay (above 3 years of experience)
6	CCL	6 days	6 days
7	Earned Leave	10 days (above 3 years of experience)	10 days (above 3 years of experience)

8	Maternity Leave	3 Months	3 Months										
<p><b>Vacation:</b></p> <p>The staff of the college will be eligible for vacation on the following basis:</p> <p><b>Teaching &amp; Technical Staff:</b></p> <p>For the first year of services    07 days</p> <p>For the second year of services 11 days</p> <p>From the third year of services 14 days</p> <p>From the fifth year of service    18 days</p> <p><b>Administrative Staff:</b></p> <p>For the first year of service    06 days</p> <p>Above one year of service    10 days</p>													
<b>File Description</b>		<b>Document</b>											
Upload any additional information		<a href="#">View Document</a>											
Paste link for additional information		<a href="#">View Document</a>											
<p><b>6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</b></p> <p><b>Response:</b> 59.44</p>													
<p><b>6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years</b></p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>83</td> <td>135</td> <td>95</td> <td>85</td> <td>59</td> </tr> </tbody> </table>				2020-21	2019-20	2018-19	2017-18	2016-17	83	135	95	85	59
2020-21	2019-20	2018-19	2017-18	2016-17									
83	135	95	85	59									

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	<a href="#">View Document</a>

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

**Response:** 6.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
9	6	6	5	5

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	<a href="#">View Document</a>

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

**Response:** 66.78

#### 6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
128	113	110	98	68

File Description	Document
Upload any additional information	<a href="#">View Document</a>
IQAC report summary	<a href="#">View Document</a>
Details of teachers attending professional development programmes during the last five years	<a href="#">View Document</a>

### 6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

#### Response:

The functional features of the Performance Appraisal process are as follows:

The Performance Appraisal process for the staff is acquired manually. An annual self-appraisal report is submitted by every faculty member to the HoDs of the respective departments.

Different types of Evaluations are:

#### 1. Students' Evaluation for Staff:

The feedback from the students is taken at the end of each semester. The students rate the teachers on various parameters like subject knowledge, content presentation, communication skills, classroom management, clarification of doubts, transparent evaluation, use of technology, counseling, prompt completion of syllabus, punctuality, interaction with students and mentoring.

#### 2. Self-appraisal of Staff:

The faculty members rate their own performance for 94 Points. The parameters involved in this format are Teaching Learning evaluation (45 points), Curriculum Enrichment and faculty development (10 Points), Counselling and mentoring (5 Points), Research and Development and Extension activities (20 points), Administrative and Extra Curricular activities (10 Points), Additional Contributions (4 points).

#### 3. HoD's Evaluation of Staff:

The HoD monitors the overall performance of every faculty member and rate them in the appraisal form for 2 points.

#### 4. Principal's Evaluation:

The Principal observes the overall performance of every faculty member and rate them in appraisal form for 4 points.

#### 5. API Score is obtained on 3 levels for each faculty members.

Level 1: 100 Marks (Teaching, learning & evaluation)

Level 2: 50 Marks (Co-Curricular, Extension & Professional Development)

Level 3: Variable Marks (Research & Development)

### **Performance Appraisal for the non-teaching staff:**

The appraisal of non-teaching staff is done by the office in-charge with the help of the management. Day-to-day activities are observed and instructions are given for improvement. In case of non-compliance, the non-teaching staff is advised to make possible changes as instructed by the management.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## **6.4 Financial Management and Resource Mobilization**

### **6.4.1 Institution conducts internal and external financial audits regularly**

#### **Response:**

The institute has an effective mechanism for auditing the accounts. It conducts internal and external financial audits regularly. The observation is made during these audits is considered with utmost responsibility and action is taken to rectify immediately. The books of accounts and the supporting evidences are subjected to both internal and external audit. Proper utilization of financial resources is planned at the beginning of every financial year. Every financial transaction is recorded. All procedures and dealings are computerized. The expenses made for various heads are recorded properly and the income and expenditure statements of the Institute are subjected to regular internal and external audit. When there are additional expenses over and above the budget proposals, special sanction is to be taken from the management.

#### **Need for Financial Auditing:**

- Monitoring the effectiveness of internal controls and proposing Improvements
- Investigating instances of fraud/theft
- Monitoring compliance with laws and regulations of the trust
- Reviewing and verifying the necessary financial and operating information
- Evaluating risk management policies and procedures
- Examining the effectiveness, efficiency and economy of operations and processes

#### **Internal Audit:**

Annual financial auditing is done by the internal auditor who is approved by the governing body and his /her team. Objectives are defined post discussion with the management/Trustees and consulting activity is designed which has added value and improved the Trust's operations. Internal controls are checked and

verified by the auditor and deficiencies are noted. The auditor examines hard copy or electronic records of the transactions, and ensures compliance with the management system procedures and test the effectiveness and implementation of internal controls. They evaluate the internal controls and make recommendations on improvement. The finding of the Internal Audit is discussed with the Board of Trustees, accounting officers and actions are taken to resolve them.

#### **External Audit:**

External audit involves the examination of the truth and fairness of the financial statements by a Chartered Accountant (CA), who is independent of the institute. M/S.AV.R& Co, Chartered Accountants have been our Statutory Auditors, completes the process of statutory audit regularly as per Government rules and assure the institution of various compliances.

#### **Audit Procedure Includes:**

- If assets of the Trust are adequately safeguarded
- Disbursements are supported by appropriate source documents
- Periodic/timely reconciliations are performed on department's statement of condition, trust account subsidiary ledgers, commissions and fees paid to the institution
- Accuracy of amounts and receipt of income from investments
- Account transactions for accuracy to source documents.
- Tax returns are prepared and filed within stipulated dates.

#### **Audit Report:**

They have not pointed out any weakness in the internal control system. The reports of the statutory auditors are available for the last 5 years. They have stated in their report that proper books of accounts have been kept by the Society and expressed opinion that the financial statements give a true and transparency in conformity with the accounting principles on the Balance Sheet and Income & Expenditure Account.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### **6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)**

**Response:** 0.55

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.1	0.2	0.1	0.15	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

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

#### Response:

The Governing body of the institute has well formulated strategies for financial and infrastructural policy. The management of DIET ensures effective, optimal and efficient use of financial resources.

#### Resource Mobilization of Funds - Policy

The institution has transparent and well-planned management financial system which focuses on achieving the goals and targets of the institute by ensuring accountability and transparency. The APEX committee Governing Body coordinates and monitors the optimal utilization of funds for the promotion of learner centric ecosystem.

#### Sources of Funds:

- Tuition Fee
- JNTU Registration & Infrastructure Fee
- Affiliation Fee
- Transport Fee
- Admission Fee
- R&D/Consultancy
- Examination Fee
- Funds from AICTE

The major source of revenue for the institute is the Annual tuition fee collected from students.

#### Utilization of Funds:

The Institute budget is allocated based on the needs. The budget shall be prepared every year by the Institute for proper distribution of the funds and its utilization. Initially, all the departments were informed to submit an estimate of requirements for their respective departments. The needs of the particular department are analyzed separately and the required budget is allocated subject to the approval of GB (Governing Body). The Budget approvals will be communicated to the departments and the concerned



sections. Utilization of the allocated funds are monitored periodically and reviewed at the end of the Financial Year.

### Strategies of Mobilization of Funds

In order to build the capacity and collaborative partnerships, the optimum utilization of assets like buildings, equipment, library, grounds, furniture and land etc., have been considered.

The strategies for the mobilization of fund, outlines

1. The process of prioritizing
2. Planning
3. Monitoring & Maintenance
4. Selection of Institutional requirements
5. Broadening the resource channels

The institute is having its own structure to capital the educational resources requirements and mobilization. The institute has its own resource mobilization policy & procedure

1. The Institution has setup a governing body by the directors of affiliating university and statutory bodies
2. The governing body in co-ordination with the college development committee monitors the mobilization of funds and ensures that the funds are spent for the purpose which they have allotted
3. The college development committee takes a regular review of the mobilization of funds and the utilization of these resources periodically in the concerned meeting like ACM
4. All purchases are done through the purchases committee in accordance with the college names
5. Regular, Internal and external audits from the authorized chartered accountant makes sure that, the mobilization of these resources being done properly
6. All the functional committees look after the proper utilization of the funds in their respective areas
7. Researches and innovative ideas, startups and Entrepreneurship allotted funds will be utilized through the respective committees
8. Infrastructure in terms of physical, IT and all the concern lab equipment related funds mobilization and utilization through the respective HOD's and committees
9. Infrastructural augmentation and maintenance related funds mobilization and utilization will be monitored by the respective committees
10. The campus cleanliness, gardening, maintenance, beautification, security and surveillance will be through respective committees

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### **6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes**

#### **Response:**

IQAC has institutionalized the practices as a result of IQAC initiatives. Some of the achievements of the Institution are:

1. Institute Innovation Council
2. Skill development through ISTE and EDU Skills
3. Teaching Learning process- Outcome Based Education
4. Feedback System

#### 1. Institute Innovation Council

Dadi Institute of Engineering & Technology is registered as the member of Institution's Innovation Council (IIC) of Ministry of Education (MoE) in collaboration with AICTE to systematically foster the culture of innovation and start-up ecosystem in the Institute. Primary role is to engage large number of faculty, students and staff in various innovation and entrepreneurship related activities.

IQAC has been guiding IIC (Institution's Innovation Council) to participate in the MoE Rankings. DIET secured top star grading in the evaluation of Institution Innovation Council (MoE IIC), DIET IIC secured 4 stars rating out of 5 which is the highest grade given by MoE IIC in this year's evaluation. This rating is based on the Research & Development, Startup and Entrepreneurship activities conducted by DIET for the academic year 2020-2021.

#### 2. Skill development through ISTE and EDU Skills

The Skill development Cell has been conducting different Student and faculty Workshops to improve the knowledge and skill. It is associated with ISTE and EDU Skills, AP State Skill Development Corporation. IQAC suggests the Skill development Cell to conduct the Programmes on latest Technologies. With the guidance of IQAC, the Skill development Cell has organized various programmes like Google Android Fundamentals Workshop, Python Certification Programme etc.

#### 3. Teaching Learning process – Outcome Based Education

IQAC has been insisting all the departments to implement the innovative teaching methodologies like Participatory Learning, Experiential Learning, Flipped/Blended Learning, and Project based Learning. IQAC has been guiding faculty to impart and implement outcome-based Education. IQAC instructs all the faculty members to prepare the Course Outcomes for each course and to carry out the CO-PO attainment process of their respective courses after the release of End Examination results by the university. IQAC reviews the CO-PO attainment analysis and advises the faculty members to set new targets for attainment of their respective courses in the next academic year.

#### 4. Feedback System

IQAC has been collecting the Curriculum Feedback from stakeholders and Academic Feedback from Students. The Curriculum Feedback from stakeholders like students, teachers, employers, alumni collected

for each academic year with a proper questionnaire. Feedback is properly analyzed and feedback reports are prepared. Action plan is prepared based on the feedback report of stakeholders. The action taken report is prepared and shared with the Principal, HODs and Academic committee members. This action taken report is discussed in the governing body. The Academic Feedback on each course is collected from students by IQAC. Feedback is properly analyzed and shared with Principal, HODs and faculty members. Faculty with less than 75% of feedback is informed to prepare the action plan for improvement and to impart quality education. IQAC collects the Action Taken report from such faculty members.

Thus, IQAC has been continuously contributing for institutionalizing the above quality assurance strategies and processes.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

**Response:**

DIET has been implementing strong teaching learning process. The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process.

The following are the examples of institutional reviews and implementation of teaching learning reforms facilitated by IQAC.

**Reviews of Lesson plan, Lecture Notes and other Course File related documents and implementation of teaching learning reforms are monitoring:**

IQAC informs all the faculty members to prepare the Lesson plan and other Course File related documents. All these course related documents are shared with the concerned class students. Class Teachers will regularly be in touch with students and take feedback about teaching and learning, syllabus coverage. Appropriate suggestions will be given to faculty to enhance the teaching-learning process. IQAC has been insisting all the departments to implement the innovative teaching methodologies like Participatory Learning, Experiential Learning, Flipped/Blended Learning, Project based Learning. IQAC has been guiding the faculty to implement the outcome-based Education through traditional and Innovative Teaching Learning Processes Thus the teaching learning process is reviewed during each semester by IQAC.

**Reviews and implementation of teaching learning reforms and conduction of academic audit:**

Faculty members are informed to prepare Mid Marks Analysis after completion of First Mid. Remedial classes are conducted for the students whose performance is less than 60% in Mid Examination. The performance of the students improves eventually after completion of Remedial classes. This reflects in Second Mid Examination performance. IQAC conducts the academic audit for all the courses of every semester. IQAC analyses the non-compliances of the courses during academic audit process and the same is informed to the respective faculty members to make the non-compliances to comply.

The Academic Feedback on each course is collected from students by IQAC. Feedback is properly analyzed and shared with the Principal, HODs and individual faculty members. Faculty with less than 75% of feedback are informed to prepare the action plan to improve the feedback and to impart quality education. IQAC instructs all the faculty members to carry out the CO-PO attainment process of their respective courses after the release of End Examination results by university. IQAC reviews the CO-PO attainment analysis and advises the faculty members to set new targets for attainment of the respective courses in the next academic year.

**Reviews and implementation of teaching learning reforms are conducted on assessment of question papers as per Bloom's Taxonomy:**

IQAC has been suggesting all the faculty members to prepare the question papers as per Bloom's Taxonomy, which is very important for Outcome Based Education. IQAC reviews the assessment of question papers as per Blooms Taxonomy regularly. Thus, the learning outcomes are reviewed during each semester by IQAC.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**6.5.3 Quality assurance initiatives of the institution include:**

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Upload details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Paste web link of Annual reports of Institution	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

##### Response:

DIET has a strong principled work ethos that is based on gender equity or inclusivity. It follows moral values in its working culture irrespective of gender, caste, creed, religion, language, economic background etc. Equal opportunities are provided to all. DIET provides safety, security and comfort, along with friendly working and study ambience for its staff and students respectively. Gender Equity plays an important role in Individual development and Institutional growth. Students are encouraged and motivated to participate in all the events that are conducted from time to time in the Institute. Students vigorously take part and win many awards in various events/activities at the institute level and University level.

Students feel safe and secure due to the following facilities provided by DIET:

##### (a) Safety and Security

- Well-trained and vigilant women security guards stationed across the campus. Security checkpoints at all campus entries and exits
- Extensive surveillance network with 24x7 monitored control rooms. Discipline Committee vigilant all the time in the campus
- Grievance Redressal Committees for staff and student, to deal with the issues related to internal conflicts among students
- Strict implementation of Anti-Ragging, Anti-Smoking and Mobile Free Campus
- Awareness campaigns are organized on women safety and gender sensitivity through various events by NSS and DLCC student volunteers
- ICC-Internal Complaint Committee takes care of the issues related to Women or Girl students in the institute
- Self-defense awareness programs are conducted like DISHA APP

##### (b) Counseling

- The Teacher Mentoring system at faculty level for students are discuss that are related to academics, overall development of students and nurturing them for their all-round progress
- Class and Proctorial Committees are available for counseling and mentoring both male and female students
- DIET Alumni Association and Placement Cell conducts rientation Programmes for Students
- Medical Counseling, Moral Counseling, Career Counseling sessions are conducted at regular intervals
- Vocation counseling through medical camps by NSS units at the adopted villages
- Continuous feedbacks from all its stakeholders for all the aspects

(c) **Common Rooms:** In all the Departments, common rooms have been allocated for men and women.

**(d) Other measures of Gender Sensitization** include –

- Curriculum, Coursework, Co-education
- Nearly 43.15% of staff at DIET are female and nearly 46.83% of students are girls, which makes it to have a successful vision and mission of Gender Equity
- Active involvement of students in, co-curricular activities including sports, Dance, Skit performance, Music, Singing etc. as a part of course in all Diploma,UG & PG programmes and also at intra and inter-university levels

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>
Link for annual gender sensitization action plan	<a href="#">View Document</a>

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

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

**Response:** A. 4 or All of the above

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

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

**Response:****Solid Waste Management**

S. No	Parameter	Remarks
1	Climate	Climatic Features South west Monsoon Temperature:Max:34 Degrees C,Min:22 Degrees C Temperature over the plains:Max41 Degrees C and Min 20 Degrees C
2	Population	2000+
3	Distance from major cities	48 km from Vizag  80 km from Vizianagaram
4	Total campus area	10.5 acres
5	Transportation	10km from campus
6	Normal Rainfall	1071mm 42.2inch.
7	Disposal/Composing bin	600 Cubic feet
8	No of dustbins provided in the campus	70No's

**Separating Dry waste & Wet waste:**

Separating dry and wet waste is done in a systematic manner in the campus. Two garbage disposal bins are there in the campus, one for dry waste and one for wet waste. Items like aluminum foils, tetra packs, glass, paper plastics, metals, etc. fall under the dry waste category, where as kitchen waste such as stale food, fruits and vegetables come under wet waste. We don't burn wet waste but place them in open atmosphere to dry for few days after that, we use them as manure for plants.

**Collection:**

- 1.Dust bins placed at various places like classrooms, corridors, office rooms, laboratories, canteen, stores etc.
- 2.Dry waste and wet waste separation containers at canteen and entire campus
- 3.Providing Pushcarts/dust bins to collect different types of solid and others types of wastes.
- 4.Collected waste is dumped at composting unit.

**Storage of solid waste:**

Storage of waste at the source is the first important step of solid waste management. The waste should normally be stored at the source of waste generation till collected for disposal. Sources segregation of recyclables and biodegradables not only provides an efficient way for resource recovery, but also substantially reduces the pressure and pollution at landfills sites. However, initiation should be made and efforts should be carried out to progressively increase the segregation practices.

**Quantity of Solid Waste:**

In the campus we are having many classrooms, labs, office room, exam cell, stores, seminar halls, canteen



etc., so the solid wastes like waste papers, wrappers, records, debris, organic wastes, inorganic wastes etc., are generated. On an average per day, we get nearly 20 kg of solid wastes from different sources.

### **Burning the wastes:**

The institution generates less quantity of solid wastes in a day, so this waste gets burnt around 05:00PM on daily basis and the residual is disposed to dumping yard weekly twice. Solid wastes like Waste papers, old note books etc., are sold at 10/-per kg.

### **E-waste management**

In order to manage E-Waste the institute is having a MoU with Greenwaves environmental solutions (Electrical, Electronics wastes)

<b>S. No</b>	<b>Parameter</b>	<b>Availability</b>	
1	No.of Computer labs	10	
2	No.of computer systems	450	
3	No.of AC's	20	
4	RAM	16 GB&8GB	
5	RoM	80 GB, 500 GB & 1TB	
6	Graphic card	1TB	
7	No.of Projectors	20	
8	No.of Tube lights	150	
9	No.of LED's	100	
10	No. of FAN's	300	
11	No. of TV's	04	
12	No.of CC cameras	67	
13	UPS	20	
14	Printers	20	
15	Xerox machines	7	

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Link for Geotagged photographs of the facilities	<a href="#">View Document</a>

#### 7.1.4 Water conservation facilities available in the Institution:

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

**Response:** B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 7.1.5 Green campus initiatives include:

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

**Response:** A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	<a href="#">View Document</a>
Geotagged photos / videos of the facilities	<a href="#">View Document</a>
Any other relevant documents	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any

**awards received for such green campus initiatives:**

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

**Response:** A. Any 4 or all of the above

<b>File Description</b>	<b>Document</b>
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Certification by the auditing agency	<a href="#">View Document</a>
Certificates of the awards received	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**7.1.7 The Institution has disabled-friendly, barrier free environment**

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

**Response:** A. Any 4 or all of the above

<b>File Description</b>	<b>Document</b>
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Details of the Software procured for providing the assistance	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

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

(within 500 words).

**Response:**

Institute has taken following efforts /initiatives for providing inclusive environment to enhance harmony towards cultural, regional, linguistic, communal, social economic and other diversities. Every year the institute prepares an academic calendar to keep students, faculty, and staff reminded of key dates throughout the academic semester and year. Academic calendar shows the information related to all important days (like Abdul Kalam Anniversary, Yoga Day, Christmas day etc.) which are celebrated at the institute level. To incorporate the multi linguistic and cultural diversity and to promote participative spirit in all the national and religions festivals throughout the Institution. We celebrate Pongal, Ganesh puja, Diwali, Christmas etc. We have organized various sessions on Indian Knowledge System and the policies implemented in NEP 2020. The aim of these celebrations is to inculcate the notion of equality among the students and to make them aware of various cultures. Our country is well known for its history. We promote the pride of our country by conducting events like Azadi ka Amrit Mahotsav, book-reading events, quizzes, poetry and literature exchanges, and other activities that promote the language.

The annual magazine of the institute, “DIET Memoir” contains articles in different languages. Every year, the National Service Scheme (NSS) unit of the institute organizes a weeklong camp in schools at rural areas. Students make children aware of various social issues such as women empowerment, farmer suicide, female feticide and gender equity etc. To celebrate Women’s day, the institute organizes various sessions for women employees and students to increase awareness associated with women’s rights, safety, security and health issues. To protect environment and to preserve our ecosystem institute routinely organize activities like tree plantation, Swachh Bharat and traffic management. These activities protect our cultural heritage and make our students as active citizen of Swachh Bharat Mission. Annual blood donation camps are conducted which is a great act of giving back to our community because of the constant need for blood in blood banks. The institute organizes blood donation camps in every semester to motivate students and staff members to donate blood voluntarily.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

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

**Response:**

Institute has taken initiative to sensitize and inculcate values, rights, duties and responsibilities of citizens through activities mainly organized by National Service Scheme (NSS), DIET Literary and Cultural Club (DLCC), Internal Complaints Committee (ICC), Staff/Student Grievance committee, Anti-ragging committee, Discipline Committee etc. Institute takes consistent efforts to inculcate values among students.

Institute always puts best towards overall development of the students by organizing Student Induction Program in early days of their engineering education. Apart from technical subjects, students are asked to enroll for MOOCs which promote human values and ethics. Throughout the year, NSS ensures to conduct activities such as tree plantation, pollution awareness camps etc. in order to preserve national, social, environmental and historical values. Institute creates awareness about human Rights as per constitution obligation.

Institute celebrates voters' day, Human Rights Day and various events under Vigilance awareness week including the pledge, which creates awareness about pertaining corruption. Internal Complaints Committee (ICC) sensitizes women rights, gender equity and awareness on various apps on women security like "DISHA APP". Voting awareness program is conducted to make students aware about voting rights and also help them to enroll their names in the voters 'list. Students and employees are sensitized about constitutional obligations related to duties and responsibilities through the activities like tree plantation, Swacch Bharat, yoga and physical exercises etc. NSS unit regularly organizes various activities and annual residential camp to explain students about social responsibility. It also extends support through Unnat Bharat Abhiyan in which students carry out the survey of socio-economic problems of the rural areas. NSS unit takes remarkable effort to celebrate Independence Day, Republic Day, Yoga Day, and birth anniversaries of great national heroes etc., to revive the national spirit, duties and rights defined by the constitution.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

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

**Response:** B. 3 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

#### **Response:**

The Dadi Institute of Engineering and Technology inculcates tolerance, communal harmony and inclusivity among the students and staff by celebrating the following National and International commemorative days, events and festivals. Dadi Institute of Engineering and Technology is a dynamic and nation building academic institution. Great efforts are involved in celebrating the national and international days, events, and festivals throughout the year. Every culture, nation and tradition has developed its own unique ways of honouring special occasions. Their customs and traditions are a direct product of their cultural background, history, religious beliefs and even the geography of the region they live in. As eclectic as these practices are, if we take a closer look, we will see that there is a common thread of themes that connects each and every one of them. We will see that all of these occasions center on universal human experiences such as love, sadness, joy, reverence, success and sacrifice. No matter which country you visit, you will notice that we all rejoice in the same things. Similarly, we all mourn the same things. It seems that as a species we are instinctively driven to honour the significant moments in our lives. There are deep underlying needs that drive us to engage in celebrations. As a result, we have found so many wonderful ways to meet these needs and create more meaning in our lives. The life stories of our national heroes, their contribution in nation-building, their sacrifices and efforts for the creation of universal brotherhood, peace and tolerance etc. have always appealed the younger generation. Therefore, institution celebrates/organizes the birth and death anniversaries of national heroes and also celebrates the events of national importance like Independence Day, Republic Day and Constitution Day, to maintain communal harmony among all the students and staff.

The Institute celebrates the following commemorative days,

1. Relevant talks by eminent academicians and scholars are organised to celebrate the birth anniversary of Dr. B.R.Ambedkar (14 April), the Constitution Day (26 November), the International Human Rights Day (10 December) and the Hindi Diwas (14 September).
2. The Institution has organized events like book talk, essay writing on the birth anniversary of Sri. Babu Jagjivan Ram.
3. Inspired by the Swachh Bharat Abhiyan, launched on the birthday of Mahatma Gandhi (2 October), Swacchta Pakhwada, a 15 days cleanliness drive, is organised every semester, to clean the College premises and the adjoining areas.

4. To inspire students in engaging them towards the development of knowledge, the birth anniversary of Beloved President Sri. APJ Abdul Kalam is celebrated.

5. Vigilance Week is observed every year from 31 October to 4 November, in line with the Central Vigilance Commission, to sensitize the students and staff of the College regarding the need to combat corruption and malpractices.

6. The Institution organized a Unity Run on the Rashtriya Ekta Diwas to celebrate the birth anniversary of Sardar Vallabh Bhai Patel on 31 October every year.

File Description	Document
Link for Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>
Link for Geotagged photographs of some of the events	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 7.2 Best Practices

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

**Response:**

### 7.2 Best Practice

#### Best Practice-1

##### 1. Title - Green campus

##### 2. Objectives of the Practice

The Green Campus Audit assessment of an institution is becoming a paramount importance these days for self-assessment of the institution, which reflects the role of the institution in mitigating the present environmental problems. The college has been putting efforts to keep the environment clean since its inception. But the auditing of this non-scholastic effort of the institute has not been documented. Therefore, the purpose of the present green audit is to identify, quantify, describe and prioritize frame work of Environment Sustainability in compliance with the applicable regulations, policies and standards. The main objectives of carrying out Green Campus Audit are:

1. To document practices and implementation of rainwater harvesting
2. To document the quality of recycled waste water for gardening, Zero Liquid Discharge concepts
3. To document the solid Waste disposal system and e-waste management
4. To document the ambience and environmental condition of air, water and noise in the campus

5. More efficient resource management, paper less offices
6. To provide basis for improved biodiversity and sustainability
7. To create a green campus
8. To enable waste management through reduction of waste generation, solid-waste and water recycling
9. Recognize the cost saving methods through waste minimizing and managing
10. Impart environmental education through systematic environmental management approach and bench marking for environmental protection
11. Financial savings through reduction in resource use

### **3.The Context:**

Green Campus Audit assessment is a process of systematic identification, quantification, recording, reporting and analysis of components of environmental diversity of various establishments. It aims to analyze environmental practices within and outside of the concerned sites, which has an impact on the eco-friendly ambience. Green audit can be a useful tool for the institute to determine how and where they are using the most energy like water or resources; the campus can then consider how to implement changes and make savings. It can also be used to determine the type and volume of waste, which can be used for recycling project or to improve waste minimization plan. It can create health consciousness and promote environmental awareness, values and ethics. It provides staff and students better understanding of green impact on campus. If self-enquiry is a natural and necessary outgrowth of a quality education, it could also be stated that institutional self-enquiry is a natural and necessary outgrowth of a quality education in the institution. Thus, it is imperative that the institute evaluates its own contributions toward a sustainable future. As environmental sustainability is becoming an increasingly important issue for the nation, the role of higher educational institutions in relation to environmental sustainability is more prevalent. Green audit is a potential tool which can be used effectively by an educational institution for resource usage identification and optimization. 'Green auditing is the process of identifying and determining whether institutions practices are eco-friendly and sustainable'. The main objective is to carry out green audit and to check green practices followed by the institute and to conduct a well formulated audit report boundaries and to see where it stands on a scale of environmental soundness.

### **4.The Practice:**

#### **Green Campus Initiatives**

1. Restricted Entry of Automobiles: The institute operates a fleet of 10 buses covering corners of Anakapalle to facilitate the students and staff. The institute encourages the staff and students to use the institute transport instead of their own vehicles for safety, security, fuel conservation and to reduce environmental pollution. The institute buses are checked for pollution by the authorized agency. The vehicles owned by faculty or students with pollution check stickers are permitted into the campus. Random checks are made to monitor the validation and periodicity of this certificate. For two wheelers or four wheelers, security measures are mandatory. Unknown vehicles are not permitted inside the campus without prior permission. Visitors have to record their name, purpose of entry, in and out time and signature in the register maintained at the entry gates. Separate parking area is allotted for outsiders. CCTV cameras are also installed at the gates to monitor the entry and exit of the visitors. 'Clean Green Day' is observed once in every semester to create awareness on air pollution. Restricted entry of automobiles is also followed in the campus.
2. Use of Bicycles/Battery Powered Vehicles: Students and staff coming from nearby villages also



prefer bicycles as a mode of transport for attending the Institute. It is environment friendly and prevents pollution.

3. Pedestrian Friendly Pathways: Vehicle parking place is provided at the main entrance of the institute campus. As the campus is vehicle free with some exceptions, students and staff experience comfort walking through the pedestrian friendly pathways. The internal roads are lined with trees and solar lights and they are properly maintained by the campus maintenance committee.
4. Ban on use of Plastic: Circulars are issued in the campus to ban Plastic usage within the campus. The campus has also no-plastic zone areas. Single-use plastic items such as plastic bottles, bags, spoons, straws and cups are banned completely and awareness is created among staff and students through orientation programme and display boards across the campus. To restrict the use of plastic, measures have been taken to replace plastic tea cups and glasses with steel glasses in the cafeteria. The staff and students are intimated to use steel or copper water bottles instead of plastic bottles. Signage on ban plastic is wall mounted in many places inside the campus. Ban of plastic sign boards are posted in the campus.
5. Landscaping with trees and plants: Dadi Institute of Engineering & Technology having 10.16 acres of land with buildings such as main building and cafeteria. In the campus, nearly 35 species of plants are planted. Students of NSS Unit, non-teaching staff take care of the campus and keep the campus green and clean at all the times.

## 5. Evidence of Success

With the efforts of the team, DIET has achieved the awards at National level.

### Best practice-2

#### 1. Title of the Practice: Mentoring

#### 2. Objectives of the Practice

1. The goal of a mentorship program is to accelerate the personal and professional development of mentee
2. This is achieved by providing mentees with guidance, advice and feedback from mentors
3. Prior to pursuing a mentoring relationship, it is beneficial to ponder Commitment, Dedication and clarity
4. To provide support and guidance on teaching, research, and mentoring of students
5. To support the professional advancement of the mentees by relaying experiences and knowledge of mentors in the key performance areas of teaching, research and support service
6. To address psycho-social issues of the mentees for in hand remedy and to avoid things deteriorate further
7. To improve the study environment by improving relationships between teachers and their students and make the teaching more effective
8. The purpose of the exercise is to assess skills, strengths, weaknesses and areas where development is needed
9. To identify achievable learning goals

### 3. Challenges and issues in designing and implementation of this practice

There are several challenges involved in designing the structure of roles and responsibilities of the mentor-mentee scheme. The expectations from the mentor & mentee sometimes become roadblocks for the

implementation.

### **Expectations from both Mentor and Mentee:**

1. Respect confidence and trust from each other
2. Discover common ground and respect differences.
3. Be available as and when required with prior planning

### **Expectations from Mentee:**

1. Identify realistic goals. Discuss your needs and expectations with your mentor; think about what you want out of the program prior to each meeting
2. Negotiate ideas and activities with your mentor
3. Be committed to carry out agreed-upon goals; follow through
4. Be receptive to suggestions and feedback
5. Keep mentors informed of progress
6. Contact mentor if unable to attend scheduled meetings in a timely manner
7. Realize that having a mentor is a privilege and work hard to take advantage of the opportunity
8. Contact program staff if there is a concern with the mentor relationship

## **4. Description of the Practice and its uniqueness in the context to Indian higher education**

### **Mentor Duties**

1. Each mentor is allotted with a batch of students, as suggested by the Departmental Coordinator in consultation with the Head of the Department
2. Mentors should conduct at least four meetings per semester with the mentees
3. Mentors should take care of the mentee's batch for academic interests and support them for improvement
4. Mentors should encourage students for extracurricular activities within the institute and at university as well as inter-university level
5. Mentors should interact with parents only in case of extreme situations
6. Mentors should maintain records of all the meetings held with mentees/ parents
7. Mentors should update the record regularly in the formats supplied
8. Mentors should provide information about possible financial assistance available to mentees
9. Every Department has to conduct an "Open House" once in an academic year
10. The record has to be handed over to the new mentor in case mentors are changed
11. Annual report in the form of summary has to be prepared by each Mentor and to be submitted to the Departmental Coordinator

**5. Evidence of Success** (Provide evidence of success such as performance against targets and benchmarks, review/results)

Academic year: 2021-22

**1. R. Ramya – 18U41A0214 – CGPA: 8.73 ( Till IV-I)**

Academic Achievement: Topper of the Batch(2018-22)

Placement: Ford Motors India

Academic Journey: She acquired good knowledge but was deficient in presentation skills. The mentor identified her drawbacks and motivated to excel in the academic and develop communication skills. During her academic journey she got married and got effected to professional career. Effective mentoring made her to be constant in all situations and she performed well both in academics and improved her communication skills and became a role model to her juniors. As a token of her dedication & with the efforts of her Mentor, she got placed in Ford motors and stood as topper in the academic year. She proved that “Marriage is not a barrier for career advancement”.

Name of the Student	Regd. No.	CGPA				
		1st Yr	2nd Year	3rd Yr	IV-I	Overall
R Ramya	18U41A0214	8.9	8.5	8.89	8.75	8.73

### 2.P Prasanna Kumar – 18U41A0212 – CGPA: 7.3 (Till IV-I)

- Class Representative for four years
- Good in research activities
- Self-Discipline & maintains regularity in work
- Courteous towards Teachers, Staff & fellow students
- Diligent towards work

**Academic Journey:** He is an active participant in all activities but reluctant to academics. Repeatedly, mentor felt the same impression on him. With suggestion of mentor, class teacher made him as class representative and R&D coordinator for student section. The decision worked well and the attitude towards career slowly changed and finally academic results were improved. During covid phase, due to family issues he could not perform well but “Realization is first step for success”. He approached the mentor about his goals and wanted to be an entrepreneur. He involved in various professional activities as student editor to the research book PEER-2022 and published research journal in final year project and also participated in Smart Hackathon.

### 3. A Sai Sasi Kumar --- 19U45A0202 – CGPA: 7.6 (Till IV-I) GATE 2022 Qualified – Rank: 6210

**Academic Journey:** Basically, he is good and dedicative aspirant but had a lack of counselling regarding higher education opportunities. During a phase he was elected as IEEE student section member and due to this he didn't perform well in the academics and had backlogs. At this critical situation mentor played an active role to upgrade him and made him to balance dual roles with a strategy which further helped him to manage time for GATE exam and performed well in interviews also.

Name of the Student	Regd. No.	CGPA in	CGPA in	CGPA in	CG
---------------------	-----------	---------	---------	---------	----

		1st Year	2nd Year	3rd Year	in
A Sai Sasi Kumar	19U45A0202	NA	7.4	7.6	8.2
<b>File Description</b>		<b>Document</b>			
Link for Best practices in the Institutional web site		<a href="#">View Document</a>			
Link for any other relevant information		<a href="#">View Document</a>			

## 7.3 Institutional Distinctiveness

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

#### Response:

#### Institutional Distinctiveness

The Institution with its vision and mission has empowered many students to tower themselves into the realms of education and keep progressing forward to build a new world of success and cognizance. Students in the nuisance of knowledge, learn the importance of values and social responsibility and thrive to help themselves to accomplish distinction in various fields along with a strong candor to face global encounters. DIET always provides the students a platform to attain excellent leadership traits and ponder learning inquisitive. In addition to prepare the students with core competencies, the Institute continuously strives in making the students to understand and contribute to the socio-economic development and welfare of the society. The Institute adopts Supply-Service-Society motto to fulfill its role of social responsibility and inspires the students to follow the same in their lives.

#### Supply-Service-Society Motto

**1. Supply:** DIET prepares skillful Engineer graduates from rural and diversified areas, transforming them into technical leaders and supplies the same to cater to the requirements globally. Students with knowledge and perseverance, having technical know-how empowered to win the world in every sphere.

**2. Service:** Values keep the students motivated to work towards the goal in the society. It allows the students to give someone else a helping hand when they are in need. It helps by building up others that are in need. The institute DIET students and staff will always keep up their values to motivate the work and the needs of the society. With the support of Government of India, through UBA the students of NSS voluntary team visited the allotted neighborhood villages and extending their service as a part of transforming India. DIET propels to be a strong notch to provide service to the society as part of CSR activity. The Institute with its NSS wing has rendered various services like Swatch Bharat Abhiyan,

Adoption of Villages, providing awareness among public about the importance of education, plastic ban society, traffic rules, helping the poor and the needy during Covid 19 Pandemic etc., thus making a strong connectivity on being human mission and inculcating the spirit of serving the society among the students. The college organizes a number of extension activities to promote institute-neighborhood community to sensitize the students towards community needs. The college runs effectively National Service Scheme. Through these units, the college undertakes various extension activities in the neighbourhood community. NSS organizes a residential seven day camp in nearby adopted village and several activities were carried out by NSS volunteers addressing social issues which include cleanliness , tree plantation , school painting ,survey on local issues, Group discussion with local people, Eradication of superstition, Beti Bacho Beti Padhao, Environmental awareness, Women empowerment, National Integrity, Aids awareness, Blood donation camp, Health check-up camp, Veterinary guidance ,Farmers meet, Awareness about farmer's suicide etc. The NSS unit of the college comes under 90214306 Unit under JNTUK Kakinada. It aims at developing qualities of leadership, patriotism, maintaining discipline, character building, spirit of adventure and the ideal of self service. The NSS unit of the college organizes various extension activities as tree plantation, Road safety awareness,blood donation camp,free medical camp, Save fuel save country programme,Swachhta Abhiyan , National equality awareness, no plastic and green environment. In pandemic situations our NSS unit organized free COVID Rapid tests and conducted mega vaccination drive.

**3. Society:** Ethical values are the foremost interest of the institute, the students, staff and management are continuously serving the locally adopted villages to face the social crisis during the natural devastations like COVID-19. The institute came forward as an act of kindness to help the needy people during the societal crisis. Eg: Lockdown, supplies with relief materials. Doctors, nurses and support team all set together to help the needy during pandemic situations round the clock. In response to the needs arising DIET has contributed aptly to source various things from masks to oxygen cylinder and many more. DIET's participated in this pro bono work along with students and staff.

“Performing a selfless act increases one's sense of gratitude, as one is in a position to do something generous for another person,”

The situation was tense on the ground; people were struggling to find hospital beds and cremation spaces for their loved ones after severe outbreak of second wave of COVID, at this juncture Chairman of Dadi Group of Institutes Sri Dadi Ratnakar has shown his gratitude to the public of Anakapalle town, Parents of the students, faculty, administrative staff by providing them with the necessary equipment that are required to combat COVID like medicines, surgical masks, N-95 masks, sanitizers, Vaporizers, Pulse ox meters PPE kits, Oxygen concentrators etc.

He had saved many lives by his timely support in getting the hospital beds for the COVID patients, talked to authorities from time to time and arranged the final rituals for the deceased. He also provided the ration for the people of the unorganized sectors who were badly affected by lockdown and lost, their livelihood.

He said that "Random acts of kindness toward others can increase oxytocin, which is a hormone that makes us feel connected to each other and that we can trust each other," He opined that every individual has a role to play when pandemics of the magnitude of COVID break. TEAM DIET wishes our Chairman Sri Dadi Ratnakar Garu to continue the Noble gestures and be supportive to the society. Awareness sessions were organised from time to time in and around the campus to educate people about the precaution and dos and don'ts of Covid 19.

<b>File Description</b>	<b>Document</b>
Link for appropriate web in the Institutional website	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

DIET has the following remarkable achievements that set it apart from the remaining institutions across the state.

- Received the prestigious award as 'Best Engineering College with Excellent Infrastructure' in Andhra Pradesh
- Academic Excellence in Education Award by the Indus Foundation, USA in Indo-American Education Summit
- Awarded as IIC top rated Institute with **4 star** rating across India by MoE, Govt. of India
- Awarded **Band Performer** in ARIIA ranking 2021 by AICTE & MoE, Govt. of India
- Accredited with International Quality Certifications ISO 9001:2018, ISO 14001-2015 and ISO 45001-2018
- Grabbed the District Green Champion Award by Mahatma Gandhi National Council of Rural Education, MoE, Govt. of India
- DIET is the only Institute which has been conducting highest number of skill development workshops in association with APSSDC
- Awarded with Green Campus award by Environmental Protection Department
- Centre for hosting JNTUK Inter University sports selections
- MoA with National Research Development Corporation, NRDC, New Delhi
- Most Vibrant Student Branch award by IEEE at International Convention held in Singapore
- Best Performance award by CSI Vizag Chapter
- Mission Amrit Sarovar- Jal dharohar Sanrkashan internship under mission Amrut Sarovar with financial support
- The Institute will implement 100 AICTE Activity Points before appearing for final examination
- AICTE-EduSkills virtual internship the current All India Rank is 33

### Concluding Remarks :

Dadi Institute of Engineering & Technology with its 16 years of commitment for the noble cause of higher education has made an indelible impression as a pioneering Institution of higher learning and research with Corporate Social Responsibilities. From a very humble beginning in 2006, the Institute has now evolved and emerged as a NAAC Accredited Institution with a remarkable potential for further growth in all spheres. The Institute has created a right environment for further growth, with an impressive array of infrastructural facilities created over the years. The green and serene premises, multi-talented young students and highly qualified faculty will definitely take this Institution to the next level.

The students at DIET are receiving industry relevant skill-based quality education with an objective to meet the ever rising demand in the technical arena of the present digital world of Engineering. Research Centers in the departments of CSE & ECE have been set up by JNTUK for scholars to undertake applied and advanced interdisciplinary research to contribute to a better society. Students are constantly encouraged to write papers and present them at National and International Conferences and also publish in reputed journals. DIET has been successfully conducting workshops, FDPs, seminars and establishing academic collaborations with eminent Universities, Industries, reputed organizations and global professional bodies like IEEE, ACM, ISTE, CSI,

IETE, IEI etc., wherein students get the opportunity to keep themselves abreast of the latest trends in the various sectors of Engineering. DIET has also been the nodal centre for NPTEL, ISRO, Cambridge Business Entrepreneurship, MSME Incubation etc., To support interactive/classroom pedagogical methodologies, the teachers are also encouraged to use ICT tools to deliver their lectures using audios, videos and PPTs. Numerous renowned companies visit the College annually and a large number of our students find placements with them. Our NSS students are trained to be of assistance to the society in any Emergency. The college is proud of many of its alumnae who have made a mark for themselves in various spheres of academics, public services, Industry, Software Engineering, business entrepreneurship, corporate Organizations etc., stry. The college strives to fulfill its vision of imparting transformative education for the empowerment of young women and promotion of a more just and humane society.



## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p><b>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</b></p> <ol style="list-style-type: none"> <li>1. Academic council/BoS of Affiliating university</li> <li>2. Setting of question papers for UG/PG programs</li> <li>3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses</li> <li>4. Assessment /evaluation process of the affiliating University</li> </ol> <p>Answer before DVV Verification : A. All of the above            Answer After DVV Verification: C. Any 2 of the above            Remark : input edited As per the supporting document from affiliating university</p>																				
2.1.2	<p><b>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)</b></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>329</td> <td>335</td> <td>336</td> <td>307</td> <td>260</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>260</td> <td>279</td> <td>292</td> <td>245</td> <td>234</td> </tr> </tbody> </table> <p>Remark : input edited as per provided document</p>	2020-21	2019-20	2018-19	2017-18	2016-17	329	335	336	307	260	2020-21	2019-20	2018-19	2017-18	2016-17	260	279	292	245	234
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2.4.2	<p><b>Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)</b></p> <p>2.4.2.1. Number of full time teachers with <i>Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.</i> year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>16</td> <td>15</td> <td>16</td> <td>16</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	27	16	15	16	16	2020-21	2019-20	2018-19	2017-18	2016-17					
2020-21	2019-20	2018-19	2017-18	2016-17																	
27	16	15	16	16																	
2020-21	2019-20	2018-19	2017-18	2016-17																	

2020-21	2019-20	2018-19	2017-18	2016-17
25	16	15	16	16

Remark : input edited as per provided document

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
27.39977	131.8324 1	27.33281	107.6830 0	88.54128

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
26.44677	130.7207	23.80882	99.69695	79.12065

Remark : excluding purchase of Library books from the infrastructure augmentation.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
28	110	92	164	25

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Remark : freeship amount not reflected in the audited statement.

**5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

**1. Implementation of guidelines of statutory/regulatory bodies**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : input edited as per provided document

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	2	2	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
15	20	19	15	17

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
15	20	19	15	17

Remark : has not provided the GATE Certificates for their claim

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

5.3.1.1. **Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as**

**one) year-wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6	1	1	4	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6	1	1	1	0

Remark : excluding intercollegiate Award/local Awards/ Certificate of merit/ participation.

7.1.4

**Water conservation facilities available in the Institution:**

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

Answer before DVV Verification : A. Any 4 or all of the above

Answer After DVV Verification: B. 3 of the above

Remark : Sl.No.1,2 &amp; 5 considered as per provided document

7.1.10

**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Sl no. 1, 2 &amp; 4 considered input edited as per provided document

**2.Extended Profile Deviations**

ID	Extended Questions			
1.3	<b>Number of outgoing / final year students year-wise during last five years</b>			
Answer before DVV Verification:				
2020-21	2019-20	2018-19	2017-18	2016-17
412	400	447	332	231

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
413	376	417	264	235

2.2 **Number of sanctioned posts year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
135	137	147	161	181

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
146	137	156	176	181

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
181.12078	306.45799	201.40374	266.07465	212.61988

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
15.11287	306.45799	201.40374	266.07465	212.61988