# YEARLY STATUS REPORT - 2023-2024

| Part A | |
|---|---|
| **Data of the Institution** | |
| **1.Name of the Institution** | Dadi Institute of Engineering & Technology (Autonomous) |
| • Name of the Head of the institution | Dr R Vaikunta Rao |
| • Designation | Principal |
| • Does the institution function from its own campus? | Yes |
| • Phone No. of the Principal | 9963993229 |
| • Alternate phone No. | 9963694444 |
| • Mobile No. (Principal) | 9963993229 |
| • Registered e-mail ID (Principal) | principal@diet.edu.in |
| • Address | NH16 |
| • City/Town | Anakapalle |
| • State/UT | Andhra pradesh |
| • Pin Code | 531002 |
| **2.Institutional status** | |
| • Autonomous Status (Provide the date of conferment of Autonomy) | 10/05/2023 |
| • Type of Institution | Co-education |
| • Location | Rural |

| | |
|---|---|
| • Financial Status | **UGC 2f and 12(B)** |
| • Name of the IQAC Co-ordinator/Director | **Dr A S L K Gopalamma** |
| • Phone No. | **9963994052** |
| • Mobile No: | **9963994052** |
| • IQAC e-mail ID | **iqac@diet.edu.in** |
| **3.Website address (Web link of the AQAR (Previous Academic Year)** | https://diet.edu.in/cmoon_pdf/aqar_2022_23_report.pdf |
| **4.Was the Academic Calendar prepared for that year?** | **Yes** |
| • if yes, whether it is uploaded in the Institutional website Web link: | https://diet.edu.in/cmoon_images/institutional_academic_calendar__2023_241.pdf |

**5.Accreditation Details**

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|---|---|---|---|---|---|
| **Cycle 2** | **A** | **3.11** | **2023** | **14/03/2023** | **13/03/2028** |

| | |
|---|---|
| **6.Date of Establishment of IQAC** | **20/04/2016** |

**7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?**

| Institution/ Department/Faculty/School | Scheme | Funding Agency | Year of Award with Duration | Amount |
|---|---|---|---|---|
| **Nil** | **Nil** | **Nil** | **08/07/2023** | **0** |

**8.Provide details regarding the composition of the IQAC:**

| | | |
|---|---|---|
| • Upload the latest notification regarding the composition of the IQAC by the HEI | View File | |

| | |
|---|---|
| **9.No. of IQAC meetings held during the year** | **4** |
| • Were the minutes of IQAC meeting(s) and | **Yes** |

| | | |
|---|---|---|
| compliance to the decisions taken uploaded on the institutional website? | | |
| • If No, please upload the minutes of the meeting(s) and Action Taken Report | No File Uploaded | |
| **10.Did IQAC receive funding from any funding agency to support its activities during the year?** | Yes | |
| • If yes, mention the amount | 30000 | |

**11.Significant contributions made by IQAC during the current year (maximum five bullets)**

1. DIET Participated in NIRF Rankings and secured NIRF Innovation ranking in the band of 151-300 during the recent rankings released by Ministry of Education, Govt. of India on 7th June 2023.

2. DIET secured all India rank of 170 among universities and engineering institutes across India in the Times of India Engineering Survey Rankings 2023 and 2024 for two consecutive years.

3. DIET - IQAC suggested implementing internal examinations to meet the objectives of NEP and OBE.

4. DIET - IQAC suggested implementing initiatives to promote research activities and development among the faculty and students.

5. DIET - IQAC suggested implementing a beyond-classroom initiative: the DIET Rural Outreach Program (DROP), to empower socially responsible engineers.

**12.Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:**

| Plan of Action | Achievements/Outcomes |
|---|---|
| Please find the IQAC plan of action from the link : https://diet.edu.in/cmoon_pdf/plan_of_action.pdf | https://diet.edu.in/cmoon_pdf/plan_of_action.pdf |

| | |
|---|---|
| **13.Was the AQAR placed before the statutory body?** | Yes |
| • Name of the statutory body | |

| Name of the statutory body | Date of meeting(s) |
|---|---|
| Academic Committee | 14/12/2024 |

**14.Was the institutional data submitted to AISHE ?** | **Yes**

- Year

| Year | Date of Submission |
|---|---|
| 2023-24 | 02/01/2025 |

## 15.Multidisciplinary / interdisciplinary

Multidisciplinary education, as envisaged in the NEP 2020, aims to develop the social, physical, intellectual, emotional, and moral capacities of human beings in an integrated manner. In line with these objectives, the Institute provides flexibility for academia to choose subjects from different disciplines, enabling students to develop the ability to learn new technologies without interdisciplinary restrictions or technical boundaries. Steps are being taken to train the faculty in a structured manner through a focused process. The Institute is continuously taking steps to train its faculty members and upgrade their skills and knowledge. Students and faculty of the Institute are utilizing the Institute's research centers and innovation cell to conduct extensive research in the field of science and technology. Moreover, currently, students of our institution are being engaged by our faculty members in mentoring and guiding students in a systematic way to foster a culture of innovation and the startup ecosystem. It is evident from the initiatives taken by the Institute that a multidisciplinary approach can combine knowledge and skills from several academic disciplines to address complex issues and challenges faced by contemporary society.  The benefits of a multidisciplinary approach in teaching include: Promotes collaboration and teamwork, Holistic education,Real-world problem-solving,Enhances creativity,Comprehensive understanding, Develops critical thinking skills, Offers versatility, Prepares students for higher education

## 16.Academic bank of credits (ABC):

Dadi Institute of Engineering & Technology (DIET) has established an Academic Bank of Credits (ABC), a virtual/digital repository that

securely maintains records of credits earned by individual students throughout their academic journey. ABC serves as a reliable reference for tracking a student's credit history at any point in time. This innovative concept has significantly enhanced faculty efficiency and encouraged students to embrace a multidisciplinary approach to education. The primary goal is to nurture "skillful professionals" and foster holistic student development. At DIET, we actively encourage all students and faculty to enroll in online courses through platforms such as SWAYAM, NPTEL, Coursera, Udemy, and others. Many of our students have excelled in these courses, earning elite certifications that add value to their academic and professional profiles. Furthermore, we are eagerly awaiting our affiliated university to fully implement the Academic Bank of Credits system, which will enrich students' academic prospects and further support their success. Notably, 100% of DIET students have registered for ABC IDs, demonstrating our commitment to the initiative. We anticipate a lasting positive impact through regular participation in ABC practices in the coming years. As a Higher Education Institution (HEI), we are enthusiastic about this scheme, recognizing its potential to benefit the student community by enabling the efficient management and transfer of credits. At DIET, we remain committed to fostering an outstanding teaching-learning environment through the delivery of value-based education.

## 17.Skill development:

Skill development is the process of improving specific skills to become more efficient and effective in performing tasks. At DIET, three types of skill development activities are in vogue: Upskilling: Improving skills in the current role. Cross-skilling: Learning new skills for the current role. Reskilling: Learning new skills to transition to a new role. In order to bridge the gap between academia and industry requirements, DIET provides certification courses in Basic Computer Science, Electrical Wiring, Spoken English, etc., and enables the student community to upgrade their skills, making them prospective employees poised to achieve their career goals.We also focus on human skills at work, which are essential for interacting with others and solving problems independently. Some of these skills may come naturally, while others require development. Common human skills include: Full stack JAVA Cloud Computing Repairs and Rehabilitation of Structures MATLAB Programming Problem solving through C Advancement in AI Android app development Tally Prime These skills can be challenging to showcase on a resume, and at DIET, we provide the necessary support to help students improve in these areas by inviting experts in related fields, as such skills are typically demonstrated through actions

and interactions. Every year, the skill development activities at DIET help our students acquire the necessary prerequisites for the industry.

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

The preservation and promotion of India's cultural wealth must be a top priority for the nation, as it is integral to both its identity and economy. A key aspect of this effort is the integration of the Indian Knowledge System (IKS) into education, particularly through the use of Indian languages. DIET offers a unique curriculum that offers credit-bearing courses like environmental science, Universal Human Values, Wellness for Students, and Understanding Harmony is being offered to instil our Indian culture.Language shapes how individuals interact within their cultural context, influencing communication with family, authorities, and others, as well as the tone and nature of conversations. DIET provides students with ample opportunities to engage with IKS by facilitating teacher-student discussions in regional languages, conducting skits that translate English content into regional languages, organizing yoga sessions, and more. These activities encourage the use of vernacular languages and promote awareness of the Indian Knowledge System. The institute's curriculum gives special emphasis to IKS within fields like humanities, engineering, community knowledge systems, fine and performing arts, and vocational skills. Additionally, a student activity center on campus offers traditional Indian music and dance lessons to help preserve and pass on India's cultural heritage. Courses at DIET integrate traditional IKS subjects with modern disciplines such as chemistry, mathematics, and physics. By blending tradition with contemporary education, DIET aims to nurture a culturally grounded, well-rounded generation prepared for the modern world while upholding India's rich heritage.

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

Students enroll in courses with the goal of developing skills or gaining knowledge, which they are required to achieve by the end of the course. Unlike traditional systems, OBE does not impose fixed methods or time limits for learning, allowing students to progress at their own pace and according to their learning preferences. Faculty members, moderators, and instructors play a crucial role by guiding students toward achieving these target outcomes. The objectives outlined in the National Education Policy (NEP) for OBE are competency-based, standardized, and benchmarked to ensure consistent quality. These objectives emphasize skill acquisition, practical application, and real-time problem-solving. OBE

incorporates a three-element theory of education, a specific approach to instructional practice, and a strong emphasis on practical, real-world applications. DIET (District Institute of Education and Training) is fully equipped to implement OBE by aligning its curriculum with the guidelines provided by its affiliating university. This student-centered system fosters expanded learning opportunities, innovation, and excellence. Faculty at DIET design activities and instructional methods to help students meet their defined outcomes. By focusing on essential skills and a clear structure, OBE ensures students are prepared to succeed in both academic and professional environments.

**20.Distance education/online education:**

At present, Dadi Institute of Engineering & Technology does not have a distance learning study centre affiliated with JNTU GV. However, it has the potential to offer various certificate, degree, and diploma programs if given the opportunity. Such a facility would greatly benefit students, particularly those unable to enrol in regular programs but still wishing to pursue higher education. During the pandemic, online education became the primary mode of learning. Students were taught remotely, accessed virtual labs, and participated in online exams conducted via platforms like Google Forms. Digital tools such as Moodle, Google Workspace, online whiteboards, and YouTube were utilized to develop and deliver e-content, including short videos, interactive PowerPoint presentations, and other online resources. With the resumption of offline classes, both faculty and students at the institute are embracing the blended learning model. This approach integrates the advantages of online teaching with the personal and interactive elements of face-to-face learning, offering a comprehensive educational experience. Additionally, students have access to learning materials through the institute's student portal.

# Extended Profile

## 1.Programme

1.1                                                                    **10**

Number of programmes offered during the year:

| File Description | Documents |
|---|---|
| Institutional Data in Prescribed Format | [View File](#) |

## 2.Student

2.1            **1940**

Total number of students during the year:

| File Description | Documents |
|---|---|
| Institutional data in Prescribed format | [View File](#) |

2.2            **503**

Number of outgoing / final year students during the year:

| File Description | Documents |
|---|---|
| Institutional Data in Prescribed Format | [View File](#) |

2.3            **1940**

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

| File Description | Documents |
|---|---|
| Institutional Data in Prescribed Format | [View File](#) |

## 3.Academic

3.1            **527**

Number of courses in all programmes during the year:

| File Description | Documents |
|---|---|
| Institutional Data in Prescribed Format | [View File](#) |

3.2            **162**

Number of full-time teachers during the year:

## Extended Profile

### 1.Programme

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

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

### 2.Student

| 2.1 | 1940 |
| --- | --- |
| Total number of students during the year: | |

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

| 2.2 | 503 |
| --- | --- |
| Number of outgoing / final year students during the year: | |

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

| 2.3 | 1940 |
| --- | --- |
| Number of students who appeared for the examinations conducted by the institution during the year: | |

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

### 3.Academic

| 3.1 | 527 |
| --- | --- |
| Number of courses in all programmes during the year: | |

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

| 3.2 Number of full-time teachers during the year: | **162** |
|---|---|

| File Description | Documents |
|---|---|
| Institutional Data in Prescribed Format | [View File](#) |

| 3.3 Number of sanctioned posts for the year: | **162** |
|---|---|

## 4.Institution

| 4.1 Number of seats earmarked for reserved categories as per GOI/State Government during the year: | **421** |
|---|---|
| 4.2 Total number of Classrooms and Seminar halls | **52** |
| 4.3 Total number of computers on campus for academic purposes | **634** |
| 4.4 Total expenditure, excluding salary, during the year (INR in Lakhs): | **270.95 lakhs** |

# Part B

**CURRICULAR ASPECTS**

## 1.1 - Curriculum Design and Development

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

**Dadi Institute of Engineering & Technology offers programs designed to provide a robust foundation in Humanities, Sciences, Engineering, Technology, and Management, emphasizing transdisciplinary and comprehensive learning. The institution currently offers education in major Engineering branches such as Civil, Electrical, Electronics, Computer Science, Data Science, and Artificial Intelligence, along with a Management vertical.**

Supporting disciplines include Humanities, Mathematics, and basic sciences.

As an autonomous institution, curriculum revisions occur every three years to meet regulatory requirements, industry demands, and societal transformations at regional, national, and global levels. Our curriculum aligns with NEP 2020 and the United Nations' SDG(Sustainable Development Goals), fostering a holistic learning experience.

The institute offers 10 programs, including unique offerings like Data Science, AI, Machine Learning, and VLSI Design. PG programs (M.Tech) in core Engineering and Technology nurture human resources in interdisciplinary domains. Adopting Outcome-Based Education (OBE), the curriculum incorporates POs/PSOs/COs with numerous electives, published on the website and displayed in respective departments to enhance student awareness.

The programs emphasize experiential learning through internships, industry collaboration, and research opportunities. Faculty mentorship and value-added courses equip students with technical expertise and life skills for professional success. A vibrant campus culture with clubs and co-curricular activities complements academic excellence, preparing students to meet global challenges confidently.

| File Description | Documents |
|---|---|
| Upload additional information, if any | View File |
| Link for additional information | https://diet.edu.in/naac/Criterion-1AQAR23-24 |

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

9

| File Description | Documents |
|---|---|
| Minutes of relevant Academic Council/BOS meeting | View File |
| Details of syllabus revision during the year | View File |
| Any additional information | View File |

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

**14**

| File Description | Documents |
|---|---|
| Curriculum / Syllabus of such courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses | View File |
| MoUs with relevant organizations for these courses, if any | View File |
| Any additional information | View File |

## 1.2 - Academic Flexibility

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

**12**

| File Description | Documents |
|---|---|
| Minutes of relevant Academic Council/BoS meetings | View File |
| Any additional information | View File |
| Institutional data in prescribed format (Data Template) | View File |

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

**9**

| File Description | Documents |
|---|---|
| Minutes of relevant Academic Council/BoS meetings | View File |
| Any additional information | View File |
| List of Add on /Certificate programs (Data Template) | View File |

## 1.3 - Curriculum Enrichment

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

**Dadi Institute of Engineering & Technology (DIET) integrates key societal issues such as Moral Values, Human Values, Professional Ethics, Gender Equality, and Environmental Awareness as inseparable components of its curriculum. A 21-day induction program focusing on values and ethics is conducted as an integral part of the first-year curriculum. Additionally, "Human Values" is a mandatory course, ensuring students understand the significance of ethics and values in their personal, social, and professional lives.**

**To cultivate social responsibility, the curriculum includes a Community Internship program, encouraging students to embrace their role as conscientious and responsible graduates. The college is also an active participant in NCC and NSS, offering students opportunities to engage in national and social service activities.**

**DIET is committed to promoting gender equity and ensuring the safety and well-being of its community. The institution has established a Women's Grievance Cell and a Grievance Redressal Cell to provide counseling, address safety and security concerns, and create a supportive environment for female students, staff, and faculty.**

**These initiatives collectively aim to shape socially conscious and ethically grounded individuals who are equipped to contribute meaningfully to society. By addressing these cross-cutting societal issues, DIET ensures holistic development and prepares students to meet global challenges responsibly.**

**4o**

| File Description | Documents |
|---|---|
| Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum | View File |
| Any additional information | View File |

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

**22**

| File Description | Documents |
|---|---|
| List of value-added courses | View File |
| Brochure or any other document relating to value-added courses | View File |
| Any additional information | View File |

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

**483**

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

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

**492**

| File Description | Documents |
|---|---|
| List of programmes and number of students undertaking field projects / internships / student projects | View File |
| Any additional information | View File |

## 1.4 - Feedback System

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

| File Description | Documents |
|---|---|
| Provide the URL for stakeholders' feedback report | https://diet.edu.in/naac/Criterion-1AQAR23-24/14-Feedback-System/141-Structured-feedback-and-review-of-the-syllabussemester-wiseyear-wiseis-obtained-from-1Students-2Teachers-3Employers-and-4Alumni |
| Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management | View File |
| Any additional information | View File |

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

| File Description | Documents |
|---|---|
| Provide URL for stakeholders' feedback report | https://diet.edu.in/naac/Criterion-1AQAR23-24/14-Feedback-System/141-Structured-feedback-and-review-of-the-syllabussemester-wiseyear-wiseis-obtained-from-1Students-2Teachers-3Employers-and-4Alumni |
| Any additional information | View File |

**TEACHING-LEARNING AND EVALUATION**

**2.1 - Student Enrollment and Profile**

**2.1.1 - Enrolment of Students**

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

**547**

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

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

515

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Number of seats filled against seats reserved (Data Template) | View File |

## 2.2 - Catering to Student Diversity

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

The institute is dedicated to inclusive education by offering tailored programs for advanced and slow learners, ensuring each student receives the necessary support for academic and personal growth. These programs are carefully designed to cater to diverse learning needs, fostering holistic development.

For advanced learners, the focus is on Accelerated Learning through challenging assignments and projects that stimulate critical thinking and innovation. Enrichment Programs, including specialized courses, workshops, and guest lectures, expand their knowledge and skills. Personalized Mentorship supports research, advanced projects, and participation in competitions, empowering students to reach their full potential.

For slow learners, the institute emphasizes Personalized Attention through small group or one-on-one instruction to meet their unique needs. Remedial Classes provide additional support to strengthen fundamental concepts. Training in Learning Strategies, such as time management and effective study techniques, helps improve their academic performance. Regular Encouragement and Feedback builds confidence and tracks progress effectively.

To ensure successful implementation and monitoring, tools like the Teacher's Diary track student performance and behavior. STLP/STLRP Monitoring evaluates teaching-learning processes, while Mid-term Assessments help identify areas for timely intervention. Parent-Teacher Interaction provides regular updates to parents on their child's progress.

This structured and comprehensive approach ensures that all students are equipped to achieve academic excellence and personal growth.

| File Description | Documents |
|---|---|
| Upload any additional information | <div align="center">View File</div> |
| Paste link for additional information | <div align="center">https://diet.edu.in/naac/Criterion-2AQAR23-24/22-Catering-to-Student-Diversity/221-The-institution-assesses-students-learning-levels-and-organizes-special-Programmes-for-both-slow-and-advanced-learners</div> |

## 2.2.2 - Student – Teacher (full-time) ratio

| Year | Number of Students | Number of Teachers |
|---|---|---|
| 01/06/2023 | 1940 | 162 |

| File Description | Documents |
|---|---|
| Upload any additional information | <div align="center">View File</div> |

## 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:

Dadi Institute of Engineering & Technology (DIET) adopts a student-centered approach to enrich the teaching-learning process, fostering holistic development through experiential and participative learning as well as problem-solving strategies. The institute aims to elevate student profiles by integrating practical activities beyond the standard curriculum.

Key Initiatives:

Societal Engagement and Research: DIET motivates students to carry out case studies and conduct real-time surveys to explore socio-economic challenges faced by the local community. These efforts enhance awareness and pave the way for developing projects that address and resolve community issues effectively.

- Experiential Learning: Over 70% of DIET students regularly visit industries, factories, power plants, PSUs, and

construction sites to gain hands-on exposure to industrial equipment, contemporary technologies, and professional standards. Internships and fieldwork are actively promoted to support career growth, providing real-world experience aligned with their engineering discipline. DIET has signed MoUs with 13 organizations, including government and private industries, enabling internship opportunities for students, with over 93% benefiting from these experiences.

- Technical Skill Development: Nearly 90% of DIET students participate in hands-on technical challenges, such as circuit-building competitions and coding contests like IEEE Xtreme, enhancing their practical and analytical skills.

By integrating these methodologies, DIET ensures that students not only acquire knowledge but also develop practical skills, preparing them for professional success and meaningful community contributions.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Link for additional Information | https://diet.edu.in/cmoon_images/2.3.1___student_centric_methods_such_as_experiential_learning__participative_learning_final.pdf |

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

At Dadi Institute of Engineering &Technology (DIET), Information and Communication Technology (ICT) plays a key role in bridging communication and technological gaps within the educational framework. The institute's ICT initiatives are designed to enhance the learning experience through various facilities.

ICT-Enabled Learning Environments: Around 70% of lecture halls, laboratories, e-classrooms, and seminar halls are equipped with advanced ICT tools. The institute plans to expand learning flexibility by offering video lectures, allowing students to access materials at their convenience, reinforcing their understanding.

**Learning Tools and Simulations:** DIET offers both licensed and open-source software tools for modeling, simulation, and scenario evaluation in laboratory sessions, providing valuable hands-on experience for skill development.

**Open Learning Resources:** DIET makes NPTEL video lectures available in its digital library to keep students updated on current technological trends. Additionally, students are encouraged to enroll in SWAYAM courses, with 85% participation and an average completion rate of 25%.

**Interactive Instructional Platforms:** Google Classroom is used to share course materials, upload video lectures, and track student progress, enabling self-paced learning and greater accessibility to resources.

**Digital Library Resources:** DIET's digital library offers e-content through platforms like DELNET, NLIST, J-Gate, Taylor & Francis, NDL, and IEEE, supporting research and academic growth.

**E-Journals:** The library offers access to over 27,000 technical journals, fostering an environment of continuous learning and research.

**ERP System:** Diet has sophisticatedECAP-ERP system which includes all the information about the students, faculty, staff, events, library, departments and other respected information.

| File Description | Documents |
|---|---|
| Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process | https://diet.edu.in/cmoon_images/2.3.2___teachers_use_ict_enabled_tools_including_online_resources_for_effective_teaching_and_learning__2_.pdf |
| Upload any additional information | View File |

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

### 2.3.3.1 - Number of mentors

155

| File Description | Documents |
|---|---|
| Upload year-wise number of students enrolled and full-time teachers on roll | View File |
| Circulars with regard to assigning mentors to mentees | View File |

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

At Dadi Institute of Engineering and Technology (DIET), as an autonomous institution, the preparation and strict adherence to an Academic Calendar and Teaching Plans are essential to its educational structure.

Academic Calendar Preparation: DIET creates an Academic Calendar at the beginning of each academic year, outlining all key academic activities. This calendar includes semester start dates, examination schedules, holidays, co-curricular and extracurricular events, and other academic milestones. It serves as a guide for both students and faculty to plan their academic and personal schedules in advance.

Teaching Plans: Each faculty member develops a comprehensive Teaching Plan for their respective courses. These plans include course objectives, weekly lesson distribution, and assessment points. Faculty members detail lecture topics, practical sessions, and evaluation dates in alignment with the Academic Calendar.

Monitoring and Review Mechanisms: DIET implements regular reviews to monitor adherence to Teaching Plans. Faculty members assess their progress, adjusting if necessary to address academic challenges and ensure continuity.

Student Progress Tracking: The Teaching Plans incorporate checkpoints to monitor student learning and engagement. Faculty use mid-term assessments, quizzes, and project reviews to track student progress regularly.

By adhering to these well-structured Academic Calendar and Teaching Plans, DIET strives to maintain high academic standards, minimize disruptions, and create an environment that promotes efficient teaching and effective student learning.

| File Description | Documents |
|---|---|
| Upload the Academic Calendar and Teaching Plans during the year | [View File](#) |

## 2.4 - Teacher Profile and Quality

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

**162**

| File Description | Documents |
|---|---|
| Year-wise full-time teachers and sanctioned posts for the year | [View File](#) |
| List of the faculty members authenticated by the Head of HEI | [View File](#) |
| Any additional information | [View File](#) |

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

**28**

| File Description | Documents |
|---|---|
| List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years | [View File](#) |
| Any additional information | [View File](#) |

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

**6**

| File Description | Documents |
|---|---|
| List of teachers including their PAN, designation, Department and details of their experience | [View File](#) |
| Any additional information | [View File](#) |

## 2.5 - Evaluation Process and Reforms

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

**30**

| File Description | Documents |
|---|---|
| List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result | View File |
| Any additional information | View File |

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

**42**

| File Description | Documents |
|---|---|
| Upload the number of complaints and total number of students who appeared for exams during the year | View File |
| Upload any additional information | View File |

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

The adoption of IT in examination management at Dadi Institute of Engineering and Technology (DIET) has significantly streamlined various processes, from registration to result compilation. The Digital Examination Management System (EMS) automates tasks such as scheduling exams, arranging seating, and compiling results, minimizing manual errors and reducing time delays.

Continuous Internal Assessment (CIA): The integration of CIA allows for regular assessments throughout the semester, rather than relying solely on final exams. This method supports continuous learning, provides timely feedback, and tracks student performance effectively. CIA includes quizzes, assignments, and mid-term exams, all recorded digitally, ensuring transparency and easy access to records for both students and faculty.

Efficient Grading and Result Processing: IT-enabled systems have

made grading and result processing faster and more accurate. Automation reduces processing time, ensuring the timely release of results, which benefits students' academic planning and placement opportunities.

Enhanced Data Security and Transparency: IT reforms in the EMS enhance data security and ensure the integrity of examination records. Secure platforms prevent unauthorized access to sensitive data, while the transparency of CIA scores and final exam results fosters trust and confidence in the evaluation process.

These IT-driven innovations improve efficiency, accuracy, and transparency in the examination system, benefiting both students and faculty.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional Information | https://diet.edu.in/cmoon_images/2.5.3___it_integration_and_reforms_in_the_examination_procedures_and_processes.pdf |

## 2.6 - Student Performance and Learning Outcomes

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

At Dadi Institute of Engineering and Technology (DIET), Programme Outcomes (POs) and Course Outcomes (COs) are carefully crafted in alignment with Outcome-Based Education (OBE) principles. Each department, responsible for its respective program, develops these outcomes through a thorough process involving consultations with faculty members and key stakeholders. Once consensus is reached, the outcomes are disseminated widely through various channels to ensure accessibility and understanding.

Awareness of POs and COs is actively promoted among students. Heads of Departments (HODs) emphasize the significance of these outcomes in their communications with students, urging them to focus on achieving them. Faculty members, class teachers, and mentors also play a crucial role by explaining the importance of these outcomes during their regular interactions with students.

Program Outcomes (POs): POs are broad statements that represent the professional competencies and achievements students are

expected to attain by graduation. These outcomes encompass a wide range of knowledge areas, practical skills, and personal qualities developed throughout the program.

Course Outcomes (COs): COs are specific, measurable statements that detail the core knowledge, skills, and understanding students should acquire upon completing a course. These outcomes ensure each course contributes to the program's overall goals, with clear communication to students to help them focus on mastering the required content.

| File Description | Documents |
|---|---|
| Upload COs for all courses (exemplars from the Glossary) | View File |
| Upload any additional information | View File |
| Link for additional Information | https://diet.edu.in/cmoon_images/2.6.2__attainment_of_programme_outcomes_and_course_outcomes_as_evaluated_by_the_institution_final.pdf |

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

At Dadi Institute of Engineering and Technology (DIET), each course is defined with specific Course Outcomes (COs) and an associated evaluation framework, following the Outcome-Based Education (OBE) model. These COs are systematically mapped to Program Outcomes (POs) and Program Specific Outcomes (PSOs) to maintain alignment and coherence across the curriculum.

CO Attainment Assessment Methods:

DIET employs both direct and indirect methods to assess CO attainment. The direct methods include:

- Mid Examinations: Held twice per semester, these exams assess the relevant COs and contribute significantly to the evaluation of CO attainment.

- Semester-End Examination: A comprehensive exam designed to evaluate whether all COs have been met by the students during the course.

- **Quizzes and Assignments:** These are used to reinforce CO attainment through regular evaluations.

**Each assessment type is assigned a specific weight:**

- **Mid Examinations:** 60% of the marks contribute to CO attainment.

- **Assignments:** 60% of the marks are included in the assessment.

- **Semester-End Examination:** 40% of the marks contribute to CO attainment.

**Assessment tools used for indirect attainment of Pos and PSOs:**

**a) Graduate Exit Survey: End of the program b) Faculty Survey: End of the program**

**Continuous Improvement and IQAC Rubrics:After each course, the DIET Internal Quality Assurance Cell (IQAC) reviews CO attainment based on prescribed rubrics(0.8x Direct Assesment+0.2xindierect assesment). If areas of concern are identified, an action plan is created to improve those parameters in future course planning.**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional Information | https://diet.edu.in/cmoon_images/2.6.2___attainment_of_programme_outcomes_and_course_outcomes_as_evaluated_by_the_institution_final.pdf |

### 2.6.3 - Pass Percentage of students

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

337

| File Description | Documents |
|---|---|
| Upload list of Programmes and number of students appear for and passed in the final year examinations | <u>View File</u> |
| Upload any additional information | <u>View File</u> |
| Paste link for the annual report | <u>https://diet.edu.in/cmoon_images/2.6.3_pass_percentage_of_students_and_graduation_day_report_final.pdf</u> |

## 2.7 - Student Satisfaction Survey

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

<u>https://diet.edu.in/cmoon_images/2.7.1__student_satisfaction_survey__sss_.pdf</u>

## RESEARCH, INNOVATIONS AND EXTENSION

## 3.1 - Promotion of Research and Facilities

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

DIET has a Research and Development cell that facilitates and monitors various research activities. The total R&D activities are categorized into Academic, Sponsored, Consultancy & Innovations, Incubations, Entrepreneurial development, Patents, Intellectual Property Rights (IPRs), and Copyrights. To promote research on campus, research centres are established and recognized by JNTUGV. Faculty members are encouraged with financial support and additional leave, as per research promotion and HR policy, to attend international conferences abroad, as well as national conferences, workshops, FDPs, and refresher courses. Incentives are provided for the publication of journal articles, review articles, books, and book chapters, depending on the author's position. Starting from 2021, the institution recognizes the Best Researcher every calendar year based on research scores. Each department is instructed to conduct research in areas identified by external funding agencies, in addition to the research interests of individual faculty members. Meritorious research by faculty is rewarded with monetary incentives, and faculty receive 2 to 5% of external project funding as an incentive. The college also provides monetary benefits from sanctioned external grants to

**encourage faculty and promotes research through the institute. In consultancy projects, 60% of the revenue generated is shared with the faculty and staff involved. The college also provides the necessary support for faculty to file IPRs and copyrights when needed to protect the research's value. DIET offers support in all aspects of patent applications and provides cash rewards for published or granted patents.**

| File Description | Documents |
|---|---|
| Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | View File |
| Provide URL of policy document on promotion of research uploaded on the website | https://diet.edu.in/cmoon_images/r_d_policy__1_.pdf |
| Any additional information | View File |

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

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

**4.06**

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

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

**3**

| File Description | Documents |
|---|---|
| e-copies of the award letters of the teachers | [View File] |
| List of teachers and details of their international fellowship(s) | [View File] |
| Any additional information | [View File] |

## 3.2 - Resource Mobilization for Research

## 3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

**4.17**

| File Description | Documents |
|---|---|
| e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations | [View File] |
| List of projects and grant details | [View File] |
| Any additional information | [View File] |

## 3.2.2 - Number of teachers having research projects during the year

**3**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File] |
| Paste link for additional Information | https://diet.edu.in/cmoon_images/37.pdf |
| List of research projects during the year | [View File] |

## 3.2.3 - Number of teachers recognised as research guides

**8**

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

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

**2**

| File Description | Documents |
|---|---|
| Supporting document from Funding Agencies | View File |
| Paste link to funding agencies' website | https://hyderabad.csiindia.org/ |
| Any additional information | View File |

## 3.3 - Innovation Ecosystem

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

**Ecosystem for Innovation**

**Dadi Institute of Engineering & Technology (DIET) has a vibrant and cohesive ecosystem for innovation, seamlessly integrating research and invention. This facilitates the transformation of knowledge and information among faculty and students through various initiatives like the Institution's Innovation Council (IIC), Research and Development (R&D) Centre, Entrepreneurship Development Cell (EDC), Product Development Lab, Idea Lab, Engineering Clinic, and ISRO Nodal Centre for transformative activities. The institute continually evolves its infrastructure to support innovative practices and cutting-edge advancements.**

**Initiatives for Creation and Transfer of Knowledge**

**DIET actively encourages and motivates students and faculty to engage in extensive multidisciplinary research. The institution provides a robust platform to inspire research ideas and harness research potential, enabling students and faculty to transform**

their innovative ideas into reality in the form of patents, products, and services. Special attention is given to fostering student and faculty-led startups, creating opportunities for entrepreneurial growth.Additionally, DIET focuses on cultivating an environment where knowledge creation and dissemination thrive, empowering individuals to contribute to the global innovation landscape. Through its diverse initiatives and support systems, the institute aims to nurture creativity, inspire innovation, and ensure that the ideas developed within its ecosystem lead to meaningful societal and technological advancements.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://diet.edu.in/cmoon_images/3.3.1_add on.pdf |

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

10

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

**3.4 - Research Publications and Awards**

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

A. All of the above

| File Description | Documents |
|---|---|
| Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check | View File |
| Any additional information | View File |

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

**3.4.2.1 - Number of PhD students registered during the year**

1

| File Description | Documents |
|---|---|
| URL to the research page on HEI website | https://diet.edu.in/naac/Criterion-3AQAR23-24 |
| List of PhD scholars and details like name of the guide, title of thesis, and year of registration | View File |
| Any additional information | View File |

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

1

| File Description | Documents |
|---|---|
| List of research papers by title, author, department, and year of publication | View File |
| Any additional information | View File |

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

1

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | https://diet.edu.in/cmoon_images/3.4.4_add on_updated.pdf |

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

### 3.4.5.1 - Total number of Citations in Scopus during the year

**623**

| File Description | Documents |
|---|---|
| Any additional information | [View File](#) |
| Bibliometrics of the publications during the year | [View File](#) |

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

### 3.4.6.1 - h-index of Scopus during the year

**10**

| File Description | Documents |
|---|---|
| Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | [View File](#) |
| Any additional information | [View File](#) |

### 3.5 - Consultancy

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

**848500**

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

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

**848500**

| File Description | Documents |
|---|---|
| Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy | View File |
| List of training programmes, teachers and staff trained for undertaking consultancy | View File |
| List of facilities and staff available for undertaking consultancy | View File |
| Any additional information | View File |

**3.6 - Extension Activities**

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

**The institute actively fosters institute-neighborhood collaboration to sensitize students to community needs and promote their holistic development. Through its National Service Scheme (NSS), the institute organizes various extension activities to address social issues and encourage social responsibility among students.**

**The NSS unit conducts a seven-day residential camp in an adopted nearby village, focusing on activities such as cleanliness awareness, tree plantation, school beautification, and surveys on local issues. Group discussions with villagers, campaigns to**

eradicate superstitions, and initiatives like "Beti Bachao, Beti Padhao" further enhance the community's well-being. Additionally, the NSS provides support for senior citizens, ensuring a positive impact on the neighborhood.

To sensitize students to pressing social issues, the NSS organizes activities such as environmental awareness campaigns, promoting national integrity, and AIDS awareness programs. Health check-up camps, blood donation drives, and guidance on veterinary needs and farming practices are also conducted. Efforts to prevent farmer suicides and spread medical awareness highlight the institute's dedication to addressing critical societal challenges.The NSS further undertakes educational initiatives like continuing education for school dropouts, remedial measures for weaker sections, and digital literacy workshops for rural communities, with a focus on digital payments. These activities contribute significantly to the holistic development of students and the community.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://diet.edu.in/cmoon_images/3.6.1_add on.pdf |

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

27

| File Description | Documents |
|---|---|
| Number of awards for extension activities in during the year | View File |
| e-copy of the award letters | View File |
| Any additional information | View File |

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

10

| File Description | Documents |
|---|---|
| Reports of the events organized | [View File](#) |
| Any additional information | [View File](#) |

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

**1648**

| File Description | Documents |
|---|---|
| Reports of the events | [View File](#) |
| Any additional information | [View File](#) |

### 3.7 - Collaboration

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

**28**

| File Description | Documents |
|---|---|
| Copies of documents highlighting collaboration | [View File](#) |
| Any additional information | [View File](#) |

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

**12**

| File Description | Documents |
|---|---|
| e-copies of the MoUs with institution/ industry/ corporate house | [View File](#) |
| Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year | [View File](#) |
| Any additional information | [View File](#) |

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

**The institution ensures adequate availability and optimal utilization of physical infrastructure, aligning with its vision and objectives. At the beginning of each academic year, a requisition for replacement, upgradation, or addition to the existing infrastructure is prepared. This process involves inputs from the Annual Maintenance Committee (AMC), the Academic Committee Meeting (ACM) members, department heads, lab technicians, and system administrators. Factors such as course requirements, computer-student ratio, budget allocations, the condition of existing equipment, and suggestions from students are carefully considered. The academic committee plans for classrooms, laboratories, furniture, and equipment to ensure smooth and effective teaching-learning practices.**

**Optimal deployment of infrastructure is achieved by organizing workshops, awareness programs, and training sessions for faculty on using new technologies. Effective utilization is ensured by appointing well-qualified lab technicians and system administrators.The physical infrastructure is also utilized beyond regular institute hours for activities such as certificate courses, co-curricular and extra-curricular activities, parent-teacher meetings, Campus Recruitment Training (CRT) sessions, campus recruitments, and seminars. Additionally, the infrastructure serves as a center for various state and national-level examinations like EAMCET, IIT-JEE, and NEET, ensuring that these activities do not disrupt regular academic and research schedules.This comprehensive utilization ensures maximum benefit for students and faculty.**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | [https://diet.edu.in/cmoon_images/4.1.1_additional_information_link_doc.pdf](https://diet.edu.in/cmoon_images/4.1.1_additional_information_link_doc.pdf) |

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

**The institution places significant importance on sports and games. DIET has three large playgrounds for outdoor games such as Cricket, Football, Volleyball, Basketball, Kabaddi, Lawn Tennis,**

Shuttle Badminton, Throw Ball, and Kho-Kho. Indoor games like Table Tennis, Carroms, and Chess are also available. The institution hosts inter-University zonal tournaments on campus. A gymnasium is available at the Department of Physical Education, and a 100-capacity auditorium is provided for Yoga sessions. International Yoga Day is celebrated annually at this venue.

DIET has the DIET Literary and Cultural Club (DLCC), established in 2017, which organizes cultural activities to provide students with a platform to showcase their talents and promote communal harmony. The Student Activity Centre (SAC), part of DLCC, is a 69-square-meter room with awell-equipped band room and musical instruments. The club hosts events like Open House Exhibitions, New Year and Pongal Celebrations, Music Day, Christmas, Annual Day, and Talent Shows, offering students opportunities to display their abilities. Around 30 students use the facility daily.The institute integrates sports and extracurricular activities into its core courses and evaluation system. These activities contribute to student assessments. DIET has excelled in these events, winning numerous prizes and awards in individual and group categories.

| File Description | Documents |
|---|---|
| Geotagged pictures | View File |
| Upload any additional information | View File |
| Paste link for additional information | https://diet.edu.in/cmoon_images/4.1.2_geo_tagged_photos.pdf |

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

30

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

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

**270.20744**

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

## 4.2 - Library as a Learning Resource

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

The library spans a built-up area of 450.56 sqm, with seating capacity for 200 members. It is staffed by a qualified librarian, assistants, and supporting personnel. The library operates on all working days from 08:00 AM to 06:00 PM. It houses 27,522 volumes, including 9,877 titles of books and approximately 3,400 back volumes of scientific and technical periodicals. The library subscribes to 80 periodicals and offers access to over 6,800 e-journals. A dedicated reference section is maintained with handbooks and general knowledge books, and an inter-library loan facility is available through DELNET.

The library's circulation module manages membership, transactions, overdue charges, and reminders. It also facilitates the maintenance of items such as binding, replacement of lost or missing books, and withdrawal reports. The administration module provides features for user grouping, transaction rights, security, and various configuration settings. The catalogue module supports the retrospective conversion of library resources.

The institution also boasts a digital library, with 20 computers in the central library accessible via the campus LAN. It offers a good collection of e-journals, NPTEL videos, GATE papers, e-books, old question papers, and e-journal articles. The library uses SOUL (Software for University Libraries) ILMS, fully automated, version 2.0, implemented in 2009.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://diet.edu.in/cmoon_images/4.2.1_library_management_system_additional_info_.pdf |

**4.2.2 - Institution has access to the following:** **A. Any 4 or more of the above**
**e-journals e-ShodhSindhu Shodhganga**
**Membership e-books Databases Remote**
**access to e-resources**

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

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

**5,77,478-00**

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

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

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

**625**

| File Description | Documents |
|---|---|
| Upload details of library usage by teachers and students | [View File]() |
| Any additional information | [View File]() |

## 4.3 - IT Infrastructure

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

**In the academic year 2017-18, thirty-seven (37) new desktop systems (I5 processor, 16 GB RAM, 500 GB HDD) were purchased to upgrade the systems in computer labs. Additionally, two new Epson projectors were acquired to support ICT. In the academic year 2019-2020, 110 new Dell desktop systems (I5 processor, 16 GB RAM, 1 TB HDD) were purchased to further upgrade the computer labs. Currently, the total number of computers available for students across the campus is 520. In the academic year 2020-2021, 50 mouses and 80 keyboards were purchased to replace damaged peripherals in all labs. The internet bandwidth was increased to 50 Mbps, and new projectors were installed in different classrooms. Regular maintenance of computer laboratories included the purchase of mouses, RAM, and other hardware components on a regular basis. In the same academic year, 80 keyboards and 50 mouses were purchased for lab updates. New CCTV cameras, along with a CCTV DVR, were installed for surveillance purposes on campus. A new lab was established for Data Science Lab/Project Work. Overall, the computer laboratories are continuously upgraded or newly established to meet fresh requirements. The campus internet speed, initially 55 Mbps since 2015, was recently upgraded to 130 Mbps.**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File]() |
| Paste link for additional information | [https://diet.edu.in/cmoon_images/4.3.1_additional_information__linkdoc.pdf](https://diet.edu.in/cmoon_images/4.3.1_additional_information__linkdoc.pdf) |

## 4.3.2 - Student - Computer ratio

| Number of Students | Number of Computers |
|---|---|
| 1940 | 634 |

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

## 4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus

**A. ?50 Mbps**

| File Description | Documents |
|---|---|
| Details of bandwidth available in the Institution | View File |
| Upload any additional information | View File |

## 4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing

**A. All four of the above**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://diet.edu.in/cmoon_images/4.3.4_additional_information.pdf |
| List of facilities for e-content development (Data Template) | View File |

## 4.4 - Maintenance of Campus Infrastructure

## 4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

**270.20744**

| File Description | Documents |
|---|---|
| Audited statements of accounts | View File |
| Upload any additional information | View File |

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

**The institute ensures the optimal allocation and utilization of available financial resources for the maintenance and upkeep of various facilities by holding monthly meetings of functional committees. These committees are constituted to monitor the use of grants received by the institute based on requirements that benefit students. Established systems and procedures are in place for maintaining and utilizing physical, academic, and support facilities such as laboratories, libraries, sports complexes, computers, and classrooms.**

**The maintenance of physical and academic facilities is efficiently managed through an effective internal coordination and monitoring mechanism. The Principal oversees various curricular and co-curricular activities with the help of conveners and committee members. Administrative activities are also carried out by the Principal. Additionally, the IQAC (Internal Quality Assurance Cell) functions actively to sustain and enhance quality across the institution, focusing on continuous improvement and monitoring.**

**For maintaining and utilizing academic and support facilities, the library operates under the guidance of a Library Committee (LC). The committee ensures the procurement of relevant books, journals, and other resources to support all courses offered by the institute. It also allocates an appropriate budget to meet the curriculum requirements, maintain an updated collection of resources, and ensure the library remains aligned with evolving academic needs.**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | https://diet.edu.in/cmoon_images/4.4.2_additional_information.pdf |

**STUDENT SUPPORT AND PROGRESSION**

**5.1 - Student Support**

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

**1510**

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

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

**114**

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

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

**A. All of the above**

| File Description | Documents |
|---|---|
| Link to Institutional website | https://diet.edu.in/cmoon_images/5.1.3__capacity_development_and_skill_enhancement_activities_are_organised_for_improving_students__capabilities.pdf |
| Details of capability development and schemes | View File |
| Any additional information | View File |

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

**1940**

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

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

**A. All of the above**

| File Description | Documents |
|---|---|
| Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee | View File |
| Details of student grievances including sexual harassment and ragging cases | View File |
| Upload any additional information | View File |

## 5.2 - Student Progression

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

**231**

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

### 5.2.2 - Number of outgoing students progressing to higher education

**19**

| File Description | Documents |
|---|---|
| Upload supporting data for students/alumni | View File |
| Details of students who went for higher education | View File |
| Any additional information | View File |

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

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

**30**

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

**5.3 - Student Participation and Activities**

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

**14**

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

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

**Students are a vital pillar in the growth and development of any institution. Their ideas and active involvement are essential for the prosperity and success of the institute. At DIET, we prioritize nurturing a bond of mutual respect with our students, instilling a sense of pride and ownership toward their**

institution.

Students play an integral role by participating in various academic and administrative bodies, as well as in co-curricular and extracurricular committees. They also take the lead in organizing and celebrating academic, sports, and cultural events. Such active engagement helps students enhance critical skills,communication, management, leadership, teamwork, time management, delegation, and resource management, while also boosting their confidence.

The institute ensures student representation in several academic, co-curricular, and extracurricular committees. Additionally, DIET hosts chapters of prestigious professional bodies, such as

- ACM (Association for Computing Machinery)
- IEEE (Institute of Electrical and Electronics Engineers) Student Branch
- IETE (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)

Active participation in these activities not only fosters students' physical and mental development but also equips them with resilience and strength for future challenges

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | https://diet.edu.in/cmoon_images/5.3.2_paste_link_for_additional_information2.pdf |

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

9

| File Description | Documents |
|---|---|
| Report of the event | View File |
| List of sports and cultural events / competitions organised per year | View File |
| Upload any additional information | View File |

## 5.4 - Alumni Engagement

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

The DIET Alumni Association (DAA), a registered and functional body, plays a pivotal role in the development of Dadi Institute of Engineering & Technology (DIET). Leveraging the expertise of its alumni, DAA enhances the academic, professional, and personal growth of the DIET community. Its non-financial contributions are profound, fostering innovation and aligning education with industry demands.

DAA drives institutional development by facilitating knowledge transfer, career guidance, and placements. Alumni conduct sessions on trending technologies like Artificial Intelligence, Machine Learning, and Cloud Computing, equipping students with cutting-edge skills. They mentor students on career planning, higher education, and entrepreneurship, broadening their horizons making DIET a preferred destination for aspiring engineers.

In placement support, alumni connect DIET with reputed organizations, enabling campus recruitment drives, referrals, and valuable industry insights. DAA also fosters professional networking through alumni meetups and forums, bridging academia and industry while creating opportunities for internships and projects.

Through these impactful services, DAA enriches DIET's educational ecosystem, elevates its reputation, and strengthens its community. The association remains a vital partner in advancing DIET's vision, ensuring students are well-prepared for success in an ever-evolving professional landscape, paving the way for future generations to achieve success

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://diet.edu.in/cmoon_images/5.4.1__the_alumni_association_and_its_chapters__registered_and_functional__contribute_significantly_to_the_development_of_the_institution_through_financial_and_other_support_services.pdf |

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

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

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

## 6.1 - Institutional Vision and Leadership

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

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. 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.

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

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional Information | https://diet.edu.in/cmoon_images/6.1.1_.pdf |

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

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 a Best Autonomous Institution**

**3.To evolve into a Center for Excellence in Engineering and Technology by undertaking national and international acknowledged research and development works**

| File Description | Documents |
|---|---|
| Upload strategic plan and deployment documents on the website | [View File](#) |
| Upload any additional information | [View File](#) |
| Paste link for additional Information | https://diet.edu.in/cmoon_images/diet_strategic_plan_2023_to_2028.pdf |

## 6.2 - Strategy Development and Deployment

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

**The Dadi Institute of Engineering &Technology (DIET), an autonomous institute accredited with an 'A' grade by NAAC, has devised a comprehensive Strategic Plan to achieve academic excellence, innovation, and societal impact. This plan aligns the institute's vision with stakeholder expectations, focusing on measurable goals across critical areas like curriculum enrichment, research, skill development, and governance.**

**Curriculum enrichment emphasizes value-based, elective-oriented courses designed to bridge academic and industry gaps. Experiential learning, including projects, seminars, and competitions, fosters innovation and critical thinking. Research is a key priority, supported by advanced laboratories, interdisciplinary collaboration, and incentives for patents and publications. DIET also promotes incubation and skill development through partnerships with industries, fostering entrepreneurship**

and innovation.

The institute emphasizes participatory governance, decentralizing responsibilities, and ensuring transparency through E-governance. Quality assurance is maintained via audits, best practices, and faculty training. Infrastructure modernization, including ICT-enabled classrooms and sustainable campus initiatives, further supports growth.

Student development is prioritized through training programs, career guidance, and extracurricular activities. Community engagement includes outreach initiatives, awareness camps, and job-oriented training for societal benefit. DIET's Strategic Plan reflects its commitment to holistic development, positioning it as a leader in engineering education while nurturing skilled, socially responsible professionals.

| File Description | Documents |
|---|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://diet.edu.in/cmoon_images/strategic _plan_deployment_document_new.pdf |
| Upload any additional information | View File |

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

Functions of the Governing Body:

1.Take policy decisions for the institutional development.

2.Form, supervise and guide various committees

3.Institute Scholarships, Fellowships, studentships, medals, prizes and certificates

4.Recruit teaching faculty/ principal

5.Approve annual budget of the college and expenditure from time to time.

6.Approve new programmes related to degrees and/or diplomas.

**Functions of the DIET Academic Committee:**

1. Discussions on academic , rsearch and startagies implementation for the betterment of Institution

2. The meeting scheduled on every second saturday and the committee will approve the events scheduled as per the DIET academic calender.

**Functions of the Academic Council:**

1.Scrutinize and approve the proposals of courses of study, academic regulations, curricula, syllabi, instructional and evaluation arrangements, methods, procedures relevant thereto etc.

2.Make regulations regarding the admission of students

3.Recommend to Governing Body the proposals of new programmes, Institute Scholarships, Fellowships, studentships, medals, prizes and certificates for the award.

**Functions of Board of Studies:**

1.Prepare syllabi for various courses and suggest methodologies for innovative teaching and evaluation techniques

2.Suggest panel of names to the Academic Council for appointment of examiners;

3.Coordinate research, teaching, extension and other academic activities

**Functions of the Finance Committee:**

Acts as an advisory body to the Governing Body, to consider budget estimates relating to the grant received/receivable from various funding agencies, and income from fees, etc. collected for the activities to undertake the scheme of autonomy.

| File Description | Documents |
|---|---|
| Paste link to Organogram on the institution webpage | https://diet.edu.in/cmoon_images/organogram_6.2.2.pdf |
| Upload any additional information | View File |
| Paste link for additional Information | https://diet.edu.in/cmoon_images/6_2_2_1.pdf |

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

**A. All of the above**

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

## 6.3 - Faculty Empowerment Strategies

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

**The 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)

Vacation: The staff of the institute will be eligible for vacation on the following basis: Teaching & Technical Staff: For the first year of services 07 days For the second year of services 11 days From the third year of services 14 days From the fifth year of service 18 days. Administrative Staff: For the first year of service 06 days Above one year of service 10 days

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | https://diet.edu.in/cmoon_images/empoermen t_facult_6_3_1.pdf |

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

**131**

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

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

**10**

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

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

**162**

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

## 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

The institute 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 utmostresponsibility 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. 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 maintained by the Society and expressed opinion that the financial statements give a true and transparency inconformity with the accounting principles on the

**Balance Sheet and Income & Expenditure Account**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | https://diet.edu.in/cmoon_images/6_4_1_financial_audit.pdf |

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

**4.0**

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

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

**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 eco system.**

**Sources of Funds: Tuition Fee, JNTU Registration & Infrastructure Fee, Affiliation Fee, Transport Fee, Admission Fee, R&D/Consultancy Examination Fee, Funds from AICTE. 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 set up 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 institute 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 institute names.

5.Regular, Internal and External audits from the authorized charted accountant makes sure that the financial statments are as per the norms.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional Information | https://diet.edu.in/cmoon_images/diet_audit_report_ay__2024_25.pdf |

## 6.5 - Internal Quality Assurance System

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

IQAC has institutionalized the practices as a result of IQAC initiatives such as DIET Rural outreach programs and Club activities

Some of the achievements of the Institution are:

1.Institute Innovation Council

2.Skill Development through ISTE and EDU Skills

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 offaculty,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, 2021-2022,2022-2023.

2.Skill Development through APSHE 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 AP State Skill Development Corporation and Wadwani foundation. 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.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | https://diet.edu.in/cmoon_images/6_5_1_1.pdf |

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

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: 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 | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | https://diet.edu.in/cmoon_images/6_5_2_1.pdf |

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

A. Any 4 or all of the above

| File Description | Documents |
|---|---|
| Paste the web link of annual reports of the Institution | https://diet.edu.in/cmoon_images/6_5_3_1.pdf |
| Upload e-copies of accreditations and certification | View File |
| Upload details of quality assurance initiatives of the institution | View File |
| Upload any additional information | View File |

## INSTITUTIONAL VALUES AND BEST PRACTICES

## 7.1 - Institutional Values and Social Responsibilities

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

**Gender equity refers to the practice of ensuring fairness for both women and men. To achieve this fairness, it is often necessary to implement strategies and measures that address the historical and social disadvantages faced by women, which hinder both genders from competing on an equal footing. Gender equality entails that both women and men have equal access to socially valued goods, opportunities, resources, and rewards. Consequently, a vital component of advancing gender equality is the empowerment of women, which involves recognizing and correcting power imbalances and granting women greater autonomy in managing their lives. Gender equality does not imply that men and women must become identical; rather, it signifies that access to opportunities and life changes should not be influenced or restricted by one's sex. Attaining gender equality necessitates the empowerment of women to ensure that decision-making at both private and public levels, as well as access to resources, is no longer biased in favor of men, allowing both women and men to engage fully as equal partners in both productive and reproductive spheres. The women empowerment cell has organized sessions aimed at motivating female faculty and students, reinforcing the notion that they are equal to men in all respects.**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional Information | https://diet.edu.in/cmoon_images/7.1.1_specific_facilities_provided_for_women_in_terms_of_safety_and_security1.pdf |

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy    Biogas plant Wheeling to the Grid   Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment**

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

| File Description | Documents |
|---|---|
| Geotagged Photographs | [View File](#) |
| Any other relevant information | [View File](#) |

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

**Solid Waste Management Data for Effective Waste Management Sources of solid waste include: a. Classrooms b. Office spaces c. Examination center d. Laboratories e. Canteen f. Storage/stationery area g. Playground h. Restrooms i. Construction activities j. Dining area k. Seminar Halls/Auditoriums**

**Separation of Dry and Wet Waste: Initially, it is essential to provide two distinct garbage disposal bins on campus—one designated for dry waste and the other for wet waste. Items categorized as dry waste includes aluminum foils, tetra packs, glass, paper, plastics, and metals, while kitchen waste such as leftover food, fruits, and vegetables is classified as wet waste. Drying Wet Waste: Wet waste cannot be incinerated in its moist state; therefore, it should be placed in an open environment to dry for several days before it can be safely burned. Storage of Solid Waste: Proper storage of waste at the point of generation is a crucial initial step in solid waste management. Every educational institution, household, commercial establishment, and market generates solid waste on a daily basis. This waste should typically be stored at the source of generation until it is collected for disposal.**

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

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

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

| File Description | Documents |
|---|---|
| Geotagged photographs / videos of the facilities | View File |
| Any other relevant information | View File |

**7.1.5 - Green campus initiatives include**

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

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

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

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

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

**7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:**

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

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

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

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

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

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

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

**The Institute has undertaken several initiatives to foster an inclusive environment that promotes harmony across various cultural, regional, linguistic, communal, social, economic, and other diversities. Each year, the Institute develops an academic calendar to keep students, faculty, and staff informed of significant dates throughout the academic semester and year. To embrace the multi-linguistic and cultural diversity and to encourage the equal representation of all national religions within the Institution, we celebrate festivals such as Pongal, Diwali, and Christmas. Additionally, we have organized various sessions focused on the Indian Knowledge System and the policies outlined in the National Education Policy (NEP) 2020. The purpose of these celebrations is to educate students about diverse cultures and to foster equality among them, regardless of caste or religion. Our nation is renowned for its rich history, and we take pride in promoting this heritage through events like Azadi ka Amrit Mahotsav, book-reading sessions, book-talks, quizzes, poetry and literature exchanges, and other activities that celebrate language. The Institute's annual magazine, "DIET Memoir," features articles in multiple languages. Furthermore, the National Service Scheme (NSS) unit of the Institute organizes a weeklong camp in schools each year.**

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

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations:

values, rights, duties and responsibilities of citizens:

**The Institute has undertaken initiatives to promote awareness and instill values, rights, duties, and responsibilities of citizens through various activities primarily organized by the National Service Scheme (NSS), the DIET Literary and Cultural Club (DLCC), the Internal Complaints Committee (ICC), the Staff/Student Grievance Committee, the Anti-Ragging Committee, and the Discipline Committee, among**

**others. The Institute consistently strives to foster values among students and is committed to their overall development by organizing student-centric programs.**

**In addition to technical subjects, students are encouraged to participate in MOOCs courses as well as NPTEL certificate courses that emphasize human values and ethics. Throughout the year, the NSS organizes activities such as tree planting and pollution awareness camps to uphold national, social, environmental, and historical values. The Institute also raises awareness about human rights in accordance with constitutional obligations. Events such as Voters' Day, Human Rights Day, Education Day, International Yoga Day, and various activities during Vigilance Awareness Week are celebrated, including pledges aimed at combating corruption. The Yoga Unit conducts yoga classes weekly twicefor keeping good health and well-being of our students.The Internal Complaints Committee (ICC) raises awareness regarding women's rights, gender equity, and various safety applications for women, such as "DISHA." Furthermore, voting awareness programs are conducted to educate students about their voting rights and assist them in registering on the voters' list to exercise their adult franchise.**

| File Description | Documents |
| --- | --- |
| Details of activities that inculcate values necessary to transform students into responsible citizens | View File |
| Any other relevant information | View File |

**7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor**   A. All of the above

**adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized**

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

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

**Each nation has cultivated its own distinct culture and traditions, which reflect unique methods of commemorating significant events. These customs are shaped by a variety of factors, including cultural heritage, historical context, religious convictions, and the geographical characteristics of the region. The Dadi Institute of Engineering &Technology promotes values of tolerance, communal harmony, and inclusivity among its students and staff by observing various National and International commemorative days, events, and festivals.**

**1. The institution organizes insightful discussions led by distinguished academicians to honor the birth anniversary of Dr. B.R. Ambedkar (April 14), Constitution Day (November 26), International Human Rights Day (December 10), and Hindi Diwas (September 14).**

**2. Events such as book discussions and essay competitions are held to celebrate the birth anniversary of Sri Babu Jagjivan Ram.**

**3. In alignment with the Swachh Bharat Abhiyan, initiated on Mahatma Gandhi's birthday (October 2), a 15-day cleanliness campaign known as Swacchta Pakhwada is conducted each semester to maintain cleanliness within the institute and its surrounding areas.**

**4. To motivate students and foster knowledge development, the birth anniversary of the esteemed President Sri A.P.J. Abdul Kalam is celebrated as World Students' Day, accompanied by various technical events organized on campus.**

| File Description | Documents |
|---|---|
| Annual report of the celebrations and commemorative events for during the year | View File |
| Geotagged photographs of some of the events | View File |
| Any other relevant information | View File |

## 7.2 - Best Practices

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

**The Institutional Best Practices Include DIET Rural Outreach Program(DROP) and Department Club Activities.**

**Societal Care fosters social welfare and facilitates ethnic transformation within the community. It embodies the highest humanistic principles that advocate for social justice and community well-being. DIET Rural Outreach Program- DROPis an initiative designed to reach and support rural communities by DIET EEE Students as a part of Community Service Project. The program's goals and objectives may vary, but common aspects include Community engagement, Electrical safety training, Renewable energy integration, Energy efficiency initiatives, Health and wellness.**

**Club activities play a crucial role in the development of students by fostering a range of essential skills. Dadi Institute of Engineering & Technology has introduced different club activities though department clubs which include CSI Student Chapter, ACM Club, e-SPARKs club, Electronics Club & Consultancy Club.**

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://diet.edu.in/cmoon_images/7..2_best _practices__1_.pdf |
| Any other relevant information | https://diet.edu.in/cmoon_images/7..2..1_a ny_other_relevant_information.pdf |

## 7.3 - Institutional Distinctiveness

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

The Institution, guided by its vision and mission, has enabled numerous students to elevate themselves within the educational sphere, continually advancing towards the creation of a new world characterized by success and awareness. In their pursuit of knowledge, students recognize the significance of values and social responsibility, striving to achieve excellence across various domains while cultivating a robust resilience to confront global challenges. DIET consistently offers students a platform to develop exceptional leadership qualities and engage in inquisitive learning. Beyond equipping students with essential competencies, the Institute is dedicated to fostering an understanding of and contribution to the socio-economic development and welfare of society.

The Institute embraces the motto of Supply-Service-Society to fulfill its social responsibility, encouraging students to embody these principles in their lives.

1. Supply: DIET cultivates skilled engineering graduates from rural and diverse backgrounds, transforming them into technical leaders who meet global demands.

2. Service: The values instilled in students motivate them to pursue societal goals, empowering them to extend assistance to those in need.

## Part B

**CURRICULAR ASPECTS**

### 1.1 - Curriculum Design and Development

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

Dadi Institute of Engineering & Technology offers programs designed to provide a robust foundation in Humanities, Sciences, Engineering, Technology, and Management, emphasizing transdisciplinary and comprehensive learning. The institution currently offers education in major Engineering branches such as Civil, Electrical, Electronics, Computer Science, Data Science, and Artificial Intelligence, along with a Management vertical. Supporting disciplines include Humanities, Mathematics, and basic sciences.

As an autonomous institution, curriculum revisions occur every three years to meet regulatory requirements, industry demands, and societal transformations at regional, national, and global levels. Our curriculum aligns with NEP 2020 and the United Nations' SDG(Sustainable Development Goals), fostering a holistic learning experience.

The institute offers 10 programs, including unique offerings like Data Science, AI, Machine Learning, and VLSI Design. PG programs (M.Tech) in core Engineering and Technology nurture human resources in interdisciplinary domains. Adopting Outcome-Based Education (OBE), the curriculum incorporates POs/PSOs/COs with numerous electives, published on the website and displayed in respective departments to enhance student awareness.

The programs emphasize experiential learning through internships, industry collaboration, and research opportunities. Faculty mentorship and value-added courses equip students with technical expertise and life skills for professional success. A vibrant campus culture with clubs and co-curricular activities complements academic excellence, preparing students to meet global challenges confidently.

| File Description | Documents |
|---|---|
| Upload additional information, if any | View File |
| Link for additional information | https://diet.edu.in/naac/Criterion-1AQAR23-24 |

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

**9**

| File Description | Documents |
|---|---|
| Minutes of relevant Academic Council/BOS meeting | View File |
| Details of syllabus revision during the year | View File |
| Any additional information | View File |

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

**14**

| File Description | Documents |
|---|---|
| Curriculum / Syllabus of such courses | View File |
| Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses | View File |
| MoUs with relevant organizations for these courses, if any | View File |
| Any additional information | View File |

## 1.2 - Academic Flexibility

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

**12**

| File Description | Documents |
|---|---|
| Minutes of relevant Academic Council/BoS meetings | View File |
| Any additional information | View File |
| Institutional data in prescribed format (Data Template) | View File |

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

**9**

| File Description | Documents |
|---|---|
| Minutes of relevant Academic Council/BoS meetings | View File |
| Any additional information | View File |
| List of Add on /Certificate programs (Data Template) | View File |

## 1.3 - Curriculum Enrichment

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

**Dadi Institute of Engineering & Technology (DIET) integrates key societal issues such as Moral Values, Human Values, Professional Ethics, Gender Equality, and Environmental Awareness as inseparable components of its curriculum. A 21-day induction program focusing on values and ethics is conducted as an integral part of the first-year curriculum. Additionally, "Human Values" is a mandatory course, ensuring students understand the significance of ethics and values in their personal, social, and professional lives.**

**To cultivate social responsibility, the curriculum includes a Community Internship program, encouraging students to embrace their role as conscientious and responsible graduates. The college is also an active participant in NCC and NSS, offering students opportunities to engage in national and social service activities.**

**DIET is committed to promoting gender equity and ensuring the safety and well-being of its community. The institution has established a Women's Grievance Cell and a Grievance Redressal**

Cell to provide counseling, address safety and security concerns, and create a supportive environment for female students, staff, and faculty.

These initiatives collectively aim to shape socially conscious and ethically grounded individuals who are equipped to contribute meaningfully to society. By addressing these cross-cutting societal issues, DIET ensures holistic development and prepares students to meet global challenges responsibly.

4o

| File Description | Documents |
|---|---|
| Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum | View File |
| Any additional information | View File |

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

22

| File Description | Documents |
|---|---|
| List of value-added courses | View File |
| Brochure or any other document relating to value-added courses | View File |
| Any additional information | View File |

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

483

| File Description | Documents |
|---|---|
| List of students enrolled | [View File](#) |
| Any additional information | [View File](#) |

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

**492**

| File Description | Documents |
|---|---|
| List of programmes and number of students undertaking field projects / internships / student projects | [View File](#) |
| Any additional information | [View File](#) |

## 1.4 - Feedback System

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

| File Description | Documents |
|---|---|
| Provide the URL for stakeholders' feedback report | https://diet.edu.in/naac/Criterion-1AQAR23-24/14-Feedback-System/141-Structured-feedback-and-review-of-the-syllabussemester-wiseyear-wiseis-obtained-from-1Students-2Teachers-3Employers-and-4Alumni |
| Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management | [View File](#) |
| Any additional information | [View File](#) |

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

| File Description | Documents |
|---|---|
| Provide URL for stakeholders' feedback report | https://diet.edu.in/naac/Criterion-1AQAR23-24/14-Feedback-System/141-Structured-feedback-and-review-of-the-syllabussemester-wiseyear-wiseis-obtained-from-1Students-2Teachers-3Employers-and-4Alumni |
| Any additional information | View File |

## TEACHING-LEARNING AND EVALUATION

## 2.1 - Student Enrollment and Profile

## 2.1.1 - Enrolment of Students

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

**547**

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

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

**515**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Number of seats filled against seats reserved (Data Template) | View File |

## 2.2 - Catering to Student Diversity

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

**The institute is dedicated to inclusive education by offering tailored programs for advanced and slow learners, ensuring each student receives the necessary support for academic and personal growth. These programs are carefully designed to cater to diverse learning needs, fostering holistic development.**

For advanced learners, the focus is on Accelerated Learning through challenging assignments and projects that stimulate critical thinking and innovation. Enrichment Programs, including specialized courses, workshops, and guest lectures, expand their knowledge and skills. Personalized Mentorship supports research, advanced projects, and participation in competitions, empowering students to reach their full potential.

For slow learners, the institute emphasizes Personalized Attention through small group or one-on-one instruction to meet their unique needs. Remedial Classes provide additional support to strengthen fundamental concepts. Training in Learning Strategies, such as time management and effective study techniques, helps improve their academic performance. Regular Encouragement and Feedback builds confidence and tracks progress effectively.

To ensure successful implementation and monitoring, tools like the Teacher's Diary track student performance and behavior. STLP/STLRP Monitoring evaluates teaching-learning processes, while Mid-term Assessments help identify areas for timely intervention. Parent-Teacher Interaction provides regular updates to parents on their child's progress.

This structured and comprehensive approach ensures that all students are equipped to achieve academic excellence and personal growth.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://diet.edu.in/naac/Criterion-2AQAR23-24/22-Catering-to-Student-Diversity/221-The-institution-assesses-students-learning-levels-and-organizes-special-Programmes-for-both-slow-and-advanced-learners |

**2.2.2 - Student – Teacher (full-time) ratio**

| Year | Number of Students | Number of Teachers |
|------|--------------------|--------------------|
| 01/06/2023 | 1940 | 162 |

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

## 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:

Dadi Institute of Engineering & Technology (DIET) adopts a student-centered approach to enrich the teaching-learning process, fostering holistic development through experiential and participative learning as well as problem-solving strategies. The institute aims to elevate student profiles by integrating practical activities beyond the standard curriculum.

Key Initiatives:

Societal Engagement and Research: DIET motivates students to carry out case studies and conduct real-time surveys to explore socio-economic challenges faced by the local community. These efforts enhance awareness and pave the way for developing projects that address and resolve community issues effectively.

- Experiential Learning: Over 70% of DIET students regularly visit industries, factories, power plants, PSUs, and construction sites to gain hands-on exposure to industrial equipment, contemporary technologies, and professional standards. Internships and fieldwork are actively promoted to support career growth, providing real-world experience aligned with their engineering discipline. DIET has signed MoUs with 13 organizations, including government and private industries, enabling internship opportunities for students, with over 93% benefiting from these experiences.

- Technical Skill Development: Nearly 90% of DIET students participate in hands-on technical challenges, such as circuit-building competitions and coding contests like IEEE Xtreme, enhancing their practical and analytical skills.

By integrating these methodologies, DIET ensures that students not only acquire knowledge but also develop practical skills, preparing them for professional success and meaningful community contributions.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Link for additional Information | https://diet.edu.in/cmoon_images/2.3.1_student_centric_methods_such_as_experiential_learning__participative_learning_final.pdf |

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

At Dadi Institute of Engineering &Technology (DIET), Information and Communication Technology (ICT) plays a key role in bridging communication and technological gaps within the educational framework. The institute's ICT initiatives are designed to enhance the learning experience through various facilities.

ICT-Enabled Learning Environments: Around 70% of lecture halls, laboratories, e-classrooms, and seminar halls are equipped with advanced ICT tools. The institute plans to expand learning flexibility by offering video lectures, allowing students to access materials at their convenience, reinforcing their understanding.

Learning Tools and Simulations: DIET offers both licensed and open-source software tools for modeling, simulation, and scenario evaluation in laboratory sessions, providing valuable hands-on experience for skill development.

Open Learning Resources: DIET makes NPTEL video lectures available in its digital library to keep students updated on current technological trends. Additionally, students are encouraged to enroll in SWAYAM courses, with 85% participation and an average completion rate of 25%.

Interactive Instructional Platforms: Google Classroom is used to share course materials, upload video lectures, and track

student progress, enabling self-paced learning and greater accessibility to resources.

Digital Library Resources: DIET's digital library offers e-content through platforms like DELNET, NLIST, J-Gate, Taylor & Francis, NDL, and IEEE, supporting research and academic growth.

E-Journals: The library offers access to over 27,000 technical journals, fostering an environment of continuous learning and research.

ERP System:Diet has sophisticatedECAP-ERP system which includes all the information about the students, faculty, staff, events, library, departments and other respected information.

| File Description | Documents |
|---|---|
| Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process | https://diet.edu.in/cmoon_images/2.3.2___teachers_use_ict_enabled_tools_including_online_resources_for_effective_teaching_and_learning__2_.pdf |
| Upload any additional information | View File |

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

**2.3.3.1 - Number of mentors**

155

| File Description | Documents |
|---|---|
| Upload year-wise number of students enrolled and full-time teachers on roll | View File |
| Circulars with regard to assigning mentors to mentees | View File |

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

At Dadi Institute of Engineering and Technology (DIET), as an autonomous institution, the preparation and strict adherence to an Academic Calendar and Teaching Plans are essential to its educational structure.

Academic Calendar Preparation: DIET creates an Academic Calendar at the beginning of each academic year, outlining all key academic activities. This calendar includes semester start dates, examination schedules, holidays, co-curricular and extracurricular events, and other academic milestones. It serves as a guide for both students and faculty to plan their academic and personal schedules in advance.

Teaching Plans: Each faculty member develops a comprehensive Teaching Plan for their respective courses. These plans include course objectives, weekly lesson distribution, and assessment points. Faculty members detail lecture topics, practical sessions, and evaluation dates in alignment with the Academic Calendar.

Monitoring and Review Mechanisms: DIET implements regular reviews to monitor adherence to Teaching Plans. Faculty members assess their progress, adjusting if necessary to address academic challenges and ensure continuity.

Student Progress Tracking: The Teaching Plans incorporate checkpoints to monitor student learning and engagement. Faculty use mid-term assessments, quizzes, and project reviews to track student progress regularly.

By adhering to these well-structured Academic Calendar and Teaching Plans, DIET strives to maintain high academic standards, minimize disruptions, and create an environment that promotes efficient teaching and effective student learning.

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

## 2.4 - Teacher Profile and Quality

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

162

| File Description | Documents |
|---|---|
| Year-wise full-time teachers and sanctioned posts for the year | View File |
| List of the faculty members authenticated by the Head of HEI | View File |
| Any additional information | View File |

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

28

| File Description | Documents |
|---|---|
| List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years | View File |
| Any additional information | View File |

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

6

| File Description | Documents |
|---|---|
| List of teachers including their PAN, designation, Department and details of their experience | View File |
| Any additional information | View File |

## 2.5 - Evaluation Process and Reforms

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

30

| File Description | Documents |
|---|---|
| List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result | View File |
| Any additional information | View File |

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

**42**

| File Description | Documents |
|---|---|
| Upload the number of complaints and total number of students who appeared for exams during the year | View File |
| Upload any additional information | View File |

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

**The adoption of IT in examination management at Dadi Institute of Engineering and Technology (DIET) has significantly streamlined various processes, from registration to result compilation. The Digital Examination Management System (EMS) automates tasks such as scheduling exams, arranging seating, and compiling results, minimizing manual errors and reducing time delays.**

**Continuous Internal Assessment (CIA): The integration of CIA allows for regular assessments throughout the semester, rather than relying solely on final exams. This method supports continuous learning, provides timely feedback, and tracks student performance effectively. CIA includes quizzes, assignments, and mid-term exams, all recorded digitally, ensuring transparency and easy access to records for both students and faculty.**

**Efficient Grading and Result Processing: IT-enabled systems have made grading and result processing faster and more accurate. Automation reduces processing time, ensuring the timely release of results, which benefits students' academic**

planning and placement opportunities.

Enhanced Data Security and Transparency: IT reforms in the EMS enhance data security and ensure the integrity of examination records. Secure platforms prevent unauthorized access to sensitive data, while the transparency of CIA scores and final exam results fosters trust and confidence in the evaluation process.

These IT-driven innovations improve efficiency, accuracy, and transparency in the examination system, benefiting both students and faculty.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional Information | [https://diet.edu.in/cmoon_images/2.5.3_it_integration_and_reforms_in_the_examination_procedures_and_processes.pdf](#) |

## 2.6 - Student Performance and Learning Outcomes

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

At Dadi Institute of Engineering and Technology (DIET), Programme Outcomes (POs) and Course Outcomes (COs) are carefully crafted in alignment with Outcome-Based Education (OBE) principles. Each department, responsible for its respective program, develops these outcomes through a thorough process involving consultations with faculty members and key stakeholders. Once consensus is reached, the outcomes are disseminated widely through various channels to ensure accessibility and understanding.

Awareness of POs and COs is actively promoted among students. Heads of Departments (HODs) emphasize the significance of these outcomes in their communications with students, urging them to focus on achieving them. Faculty members, class teachers, and mentors also play a crucial role by explaining the importance of these outcomes during their regular interactions with students.

Program Outcomes (POs): POs are broad statements that represent the professional competencies and achievements students are

expected to attain by graduation. These outcomes encompass a wide range of knowledge areas, practical skills, and personal qualities developed throughout the program.

Course Outcomes (COs): COs are specific, measurable statements that detail the core knowledge, skills, and understanding students should acquire upon completing a course. These outcomes ensure each course contributes to the program's overall goals, with clear communication to students to help them focus on mastering the required content.

| File Description | Documents |
|---|---|
| Upload COs for all courses (exemplars from the Glossary) | [View File](#) |
| Upload any additional information | [View File](#) |
| Link for additional Information | https://diet.edu.in/cmoon_images/2.6.2_attainment_of_programme_outcomes_and_course_outcomes_as_evaluated_by_the_institution_final.pdf |

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

At Dadi Institute of Engineering and Technology (DIET), each course is defined with specific Course Outcomes (COs) and an associated evaluation framework, following the Outcome-Based Education (OBE) model. These COs are systematically mapped to Program Outcomes (POs) and Program Specific Outcomes (PSOs) to maintain alignment and coherence across the curriculum.

CO Attainment Assessment Methods:

DIET employs both direct and indirect methods to assess CO attainment. The direct methods include:

- Mid Examinations: Held twice per semester, these exams assess the relevant COs and contribute significantly to the evaluation of CO attainment.

- Semester-End Examination: A comprehensive exam designed to evaluate whether all COs have been met by the students

during the course.

- **Quizzes and Assignments: These are used to reinforce CO attainment through regular evaluations.**

**Each assessment type is assigned a specific weight:**

- **Mid Examinations: 60% of the marks contribute to CO attainment.**

- **Assignments: 60% of the marks are included in the assessment.**

- **Semester-End Examination: 40% of the marks contribute to CO attainment.**

**Assessment tools used for indirect attainment of Pos and PSOs:**

**a) Graduate Exit Survey: End of the program b) Faculty Survey: End of the program**

**Continuous Improvement and IQAC Rubrics:After each course, the DIET Internal Quality Assurance Cell (IQAC) reviews CO attainment based on prescribed rubrics(0.8x Direct Assesment+0.2xindierect assesment). If areas of concern are identified, an action plan is created to improve those parameters in future course planning.**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional Information | https://diet.edu.in/cmoon_images/2.6.2_attainment_of_programme_outcomes_and_course_outcomes_as_evaluated_by_the_institution_final.pdf |

## 2.6.3 - Pass Percentage of students

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

**337**

| File Description | Documents |
| --- | --- |
| Upload list of Programmes and number of students appear for and passed in the final year examinations | View File |
| Upload any additional information | View File |
| Paste link for the annual report | https://diet.edu.in/cmoon_images/2.6.3_pass_percentage_of_students_and_graduation_day_report_final.pdf |

## 2.7 - Student Satisfaction Survey

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

https://diet.edu.in/cmoon_images/2.7.1___student_satisfaction_survey__sss_.pdf

## RESEARCH, INNOVATIONS AND EXTENSION

## 3.1 - Promotion of Research and Facilities

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

DIET has a Research and Development cell that facilitates and monitors various research activities. The total R&D activities are categorized into Academic, Sponsored, Consultancy & Innovations, Incubations, Entrepreneurial development, Patents, Intellectual Property Rights (IPRs), and Copyrights. To promote research on campus, research centres are established and recognized by JNTUGV. Faculty members are encouraged with financial support and additional leave, as per research promotion and HR policy, to attend international conferences abroad, as well as national conferences, workshops, FDPs, and refresher courses. Incentives are provided for the publication of journal articles, review articles, books, and book chapters, depending on the author's position. Starting from 2021, the institution recognizes the Best Researcher every calendar year based on research scores. Each department is instructed to conduct research in areas identified by external funding agencies, in addition to the research interests of individual

faculty members. Meritorious research by faculty is rewarded with monetary incentives, and faculty receive 2 to 5% of external project funding as an incentive. The college also provides monetary benefits from sanctioned external grants to encourage faculty and promotes research through the institute. In consultancy projects, 60% of the revenue generated is shared with the faculty and staff involved. The college also provides the necessary support for faculty to file IPRs and copyrights when needed to protect the research's value. DIET offers support in all aspects of patent applications and provides cash rewards for published or granted patents.

| File Description | Documents |
|---|---|
| Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | View File |
| Provide URL of policy document on promotion of research uploaded on the website | https://diet.edu.in/cmoon_images/r_d_policy__1_.pdf |
| Any additional information | View File |

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

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

4.06

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

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

3

| File Description | Documents |
| --- | --- |
| e-copies of the award letters of the teachers | View File |
| List of teachers and details of their international fellowship(s) | View File |
| Any additional information | View File |

**3.2 - Resource Mobilization for Research**

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

4.17

| File Description | Documents |
| --- | --- |
| e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations | View File |
| List of projects and grant details | View File |
| Any additional information | View File |

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

3

| File Description | Documents |
| --- | --- |
| Upload any additional information | View File |
| Paste link for additional Information | https://diet.edu.in/cmoon_images/37.pdf |
| List of research projects during the year | View File |

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

| 8 |
|---|

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

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

| 2 |
|---|

| File Description | Documents |
|---|---|
| Supporting document from Funding Agencies | View File |
| Paste link to funding agencies' website | https://hyderabad.csiindia.org/ |
| Any additional information | View File |

## 3.3 - Innovation Ecosystem

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

**Ecosystem for Innovation**

**Dadi Institute of Engineering & Technology (DIET) has a vibrant and cohesive ecosystem for innovation, seamlessly integrating research and invention. This facilitates the transformation of knowledge and information among faculty and students through various initiatives like the Institution's Innovation Council (IIC), Research and Development (R&D) Centre, Entrepreneurship Development Cell (EDC), Product Development Lab, Idea Lab, Engineering Clinic, and ISRO Nodal Centre for transformative activities. The institute continually evolves its infrastructure to support innovative practices and cutting-edge advancements.**

**Initiatives for Creation and Transfer of Knowledge**

**DIET actively encourages and motivates students and faculty to**

engage in extensive multidisciplinary research. The institution provides a robust platform to inspire research ideas and harness research potential, enabling students and faculty to transform their innovative ideas into reality in the form of patents, products, and services. Special attention is given to fostering student and faculty-led startups, creating opportunities for entrepreneurial growth.Additionally, DIET focuses on cultivating an environment where knowledge creation and dissemination thrive, empowering individuals to contribute to the global innovation landscape. Through its diverse initiatives and support systems, the institute aims to nurture creativity, inspire innovation, and ensure that the ideas developed within its ecosystem lead to meaningful societal and technological advancements.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | https://diet.edu.in/cmoon_images/3.3.1_addon.pdf |

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

10

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

### 3.4 - Research Publications and Awards

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

| File Description | Documents |
|---|---|
| Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check | View File |
| Any additional information | View File |

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

### 3.4.2.1 - Number of PhD students registered during the year

1

| File Description | Documents |
|---|---|
| URL to the research page on HEI website | https://diet.edu.in/naac/Criterion-3AQAR23-24 |
| List of PhD scholars and details like name of the guide, title of thesis, and year of registration | View File |
| Any additional information | View File |

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

1

| File Description | Documents |
|---|---|
| List of research papers by title, author, department, and year of publication | View File |
| Any additional information | View File |

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

1

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | https://diet.edu.in/cmoon_images/3.4.4_addon_updated.pdf |

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

**3.4.5.1 - Total number of Citations in Scopus during the year**

**623**

| File Description | Documents |
|---|---|
| Any additional information | [View File](#) |
| Bibliometrics of the publications during the year | [View File](#) |

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

**3.4.6.1 - h-index of Scopus during the year**

**10**

| File Description | Documents |
|---|---|
| Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | [View File](#) |
| Any additional information | [View File](#) |

**3.5 - Consultancy**

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

**848500**

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

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

**848500**

| File Description | Documents |
|---|---|
| Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy | View File |
| List of training programmes, teachers and staff trained for undertaking consultancy | View File |
| List of facilities and staff available for undertaking consultancy | View File |
| Any additional information | View File |

## 3.6 - Extension Activities

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

The institute actively fosters institute-neighborhood collaboration to sensitize students to community needs and promote their holistic development. Through its National Service Scheme (NSS), the institute organizes various extension activities to address social issues and encourage social responsibility among students.

The NSS unit conducts a seven-day residential camp in an adopted nearby village, focusing on activities such as cleanliness awareness, tree plantation, school beautification,

and surveys on local issues. Group discussions with villagers, campaigns to eradicate superstitions, and initiatives like "Beti Bachao, Beti Padhao" further enhance the community's well-being. Additionally, the NSS provides support for senior citizens, ensuring a positive impact on the neighborhood.

To sensitize students to pressing social issues, the NSS organizes activities such as environmental awareness campaigns, promoting national integrity, and AIDS awareness programs. Health check-up camps, blood donation drives, and guidance on veterinary needs and farming practices are also conducted. Efforts to prevent farmer suicides and spread medical awareness highlight the institute's dedication to addressing critical societal challenges.The NSS further undertakes educational initiatives like continuing education for school dropouts, remedial measures for weaker sections, and digital literacy workshops for rural communities, with a focus on digital payments. These activities contribute significantly to the holistic development of students and the community.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | [https://diet.edu.in/cmoon_images/3.6.1_addon.pdf](https://diet.edu.in/cmoon_images/3.6.1_addon.pdf) |

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

**27**

| File Description | Documents |
|---|---|
| Number of awards for extension activities in during the year | [View File](#) |
| e-copy of the award letters | [View File](#) |
| Any additional information | [View File](#) |

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

**10**

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

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

**1648**

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

**3.7 - Collaboration**

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

**28**

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

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

**12**

| File Description | Documents |
|---|---|
| e-copies of the MoUs with institution/ industry/ corporate house | View File |
| Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year | View File |
| Any additional information | View File |

| INFRASTRUCTURE AND LEARNING RESOURCES |
|---|

| **4.1 - Physical Facilities** |
|---|

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

The institution ensures adequate availability and optimal utilization of physical infrastructure, aligning with its vision and objectives. At the beginning of each academic year, a requisition for replacement, upgradation, or addition to the existing infrastructure is prepared. This process involves inputs from the Annual Maintenance Committee (AMC), the Academic Committee Meeting (ACM) members, department heads, lab technicians, and system administrators. Factors such as course requirements, computer-student ratio, budget allocations, the condition of existing equipment, and suggestions from students are carefully considered. The academic committee plans for classrooms, laboratories, furniture, and equipment to ensure smooth and effective teaching-learning practices.

Optimal deployment of infrastructure is achieved by organizing workshops, awareness programs, and training sessions for faculty on using new technologies. Effective utilization is ensured by appointing well-qualified lab technicians and system administrators.The physical infrastructure is also utilized beyond regular institute hours for activities such as certificate courses, co-curricular and extra-curricular activities, parent-teacher meetings, Campus Recruitment Training (CRT) sessions, campus recruitments, and seminars. Additionally, the infrastructure serves as a center for various state and national-level examinations like EAMCET, IIT-JEE, and NEET, ensuring that these activities do not disrupt regular academic and research schedules.This comprehensive utilization ensures maximum benefit for students and faculty.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | https://diet.edu.in/cmoon_images/4.1.1_additional_information_link_doc.pdf |

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

The institution places significant importance on sports and games. DIET has three large playgrounds for outdoor games such as Cricket, Football, Volleyball, Basketball, Kabaddi, Lawn Tennis, Shuttle Badminton, Throw Ball, and Kho-Kho. Indoor games like Table Tennis, Carroms, and Chess are also available. The institution hosts inter-University zonal tournaments on campus. A gymnasium is available at the Department of Physical Education, and a 100-capacity auditorium is provided for Yoga sessions. International Yoga Day is celebrated annually at this venue.

DIET has the DIET Literary and Cultural Club (DLCC), established in 2017, which organizes cultural activities to provide students with a platform to showcase their talents and promote communal harmony. The Student Activity Centre (SAC), part of DLCC, is a 69-square-meter room with awell-equipped band room and musical instruments. The club hosts events like Open House Exhibitions, New Year and Pongal Celebrations, Music Day, Christmas, Annual Day, and Talent Shows, offering students opportunities to display their abilities. Around 30 students use the facility daily.The institute integrates sports and extracurricular activities into its core courses and evaluation system. These activities contribute to student assessments. DIET has excelled in these events, winning numerous prizes and awards in individual and group categories.

| File Description | Documents |
|---|---|
| Geotagged pictures | View File |
| Upload any additional information | View File |
| Paste link for additional information | https://diet.edu.in/cmoon_images/4.1.2_geotagged_photos.pdf |

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

30

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

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

**270.20744**

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

## 4.2 - Library as a Learning Resource

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

**The library spans a built-up area of 450.56 sqm, with seating capacity for 200 members. It is staffed by a qualified librarian, assistants, and supporting personnel. The library operates on all working days from 08:00 AM to 06:00 PM. It houses 27,522 volumes, including 9,877 titles of books and approximately 3,400 back volumes of scientific and technical periodicals. The library subscribes to 80 periodicals and offers access to over 6,800 e-journals. A dedicated reference section is maintained with handbooks and general knowledge books, and an inter-library loan facility is available through DELNET.**

**The library's circulation module manages membership, transactions, overdue charges, and reminders. It also facilitates the maintenance of items such as binding, replacement of lost or missing books, and withdrawal reports. The administration module provides features for user grouping, transaction rights, security, and various configuration settings. The catalogue module supports the retrospective conversion of library resources.**

The institution also boasts a digital library, with 20 computers in the central library accessible via the campus LAN. It offers a good collection of e-journals, NPTEL videos, GATE papers, e-books, old question papers, and e-journal articles. The library uses SOUL (Software for University Libraries) ILMS, fully automated, version 2.0, implemented in 2009.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://diet.edu.in/cmoon_images/4.2.1_library_management_system_additional_info_.pdf |

| **4.2.2 - Institution has access to the following: e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources** | A. Any 4 or more of the above |
|---|---|

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

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

5,77,478-00

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

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

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

625

| File Description | Documents |
|---|---|
| Upload details of library usage by teachers and students | View File |
| Any additional information | View File |

## 4.3 - IT Infrastructure

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

In the academic year 2017-18, thirty-seven (37) new desktop systems (I5 processor, 16 GB RAM, 500 GB HDD) were purchased to upgrade the systems in computer labs. Additionally, two new Epson projectors were acquired to support ICT. In the academic year 2019-2020, 110 new Dell desktop systems (I5 processor, 16 GB RAM, 1 TB HDD) were purchased to further upgrade the computer labs. Currently, the total number of computers available for students across the campus is 520. In the academic year 2020-2021, 50 mouses and 80 keyboards were purchased to replace damaged peripherals in all labs. The internet bandwidth was increased to 50 Mbps, and new projectors were installed in different classrooms. Regular maintenance of computer laboratories included the purchase of mouses, RAM, and other hardware components on a regular basis. In the same academic year, 80 keyboards and 50 mouses were purchased for lab updates. New CCTV cameras, along with a CCTV DVR, were installed for surveillance purposes on campus. A new lab was established for Data Science Lab/Project Work. Overall, the computer laboratories are continuously upgraded or newly established to meet fresh requirements. The campus internet speed, initially 55 Mbps since 2015, was recently upgraded to 130 Mbps.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | https://diet.edu.in/cmoon_images/4.3.1_additional_information__linkdoc.pdf |

## 4.3.2 - Student - Computer ratio

| Number of Students | Number of Computers |
|---|---|
| 1940 | 634 |

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |

**4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus**

A. ?50 Mbps

| File Description | Documents |
|---|---|
| Details of bandwidth available in the Institution | [View File](#) |
| Upload any additional information | [View File](#) |

**4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing**

A. All four of the above

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | [https://diet.edu.in/cmoon_images/4.3.4_additional_information.pdf](https://diet.edu.in/cmoon_images/4.3.4_additional_information.pdf) |
| List of facilities for e-content development (Data Template) | [View File](#) |

**4.4 - Maintenance of Campus Infrastructure**

**4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)**

270.20744

| File Description | Documents |
|---|---|
| Audited statements of accounts | [View File](#) |
| Upload any additional information | [View File](#) |

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

**The institute ensures the optimal allocation and utilization of available financial resources for the maintenance and upkeep of various facilities by holding monthly meetings of functional committees. These committees are constituted to monitor the use of grants received by the institute based on requirements that benefit students. Established systems and procedures are in place for maintaining and utilizing physical, academic, and support facilities such as laboratories, libraries, sports complexes, computers, and classrooms.**

**The maintenance of physical and academic facilities is efficiently managed through an effective internal coordination and monitoring mechanism. The Principal oversees various curricular and co-curricular activities with the help of conveners and committee members. Administrative activities are also carried out by the Principal. Additionally, the IQAC (Internal Quality Assurance Cell) functions actively to sustain and enhance quality across the institution, focusing on continuous improvement and monitoring.**

**For maintaining and utilizing academic and support facilities, the library operates under the guidance of a Library Committee (LC). The committee ensures the procurement of relevant books, journals, and other resources to support all courses offered by the institute. It also allocates an appropriate budget to meet the curriculum requirements, maintain an updated collection of resources, and ensure the library remains aligned with evolving academic needs.**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | https://diet.edu.in/cmoon_images/4.4.2_additional_information.pdf |

## STUDENT SUPPORT AND PROGRESSION

## 5.1 - Student Support

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

**1510**

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

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

**114**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Institutional data in prescribed format | [View File](#) |

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

| File Description | Documents |
|---|---|
| Link to Institutional website | https://diet.edu.in/cmoon_images/5.1.3___capacity_development_and_skill_enhancement_activities_are_organised_for_improving_students____capabilities.pdf |
| Details of capability development and schemes | View File |
| Any additional information | View File |

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

**1940**

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

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

**A. All of the above**

| File Description | Documents |
|---|---|
| Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee | View File |
| Details of student grievances including sexual harassment and ragging cases | View File |
| Upload any additional information | View File |

## 5.2 - Student Progression

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

**231**

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

### 5.2.2 - Number of outgoing students progressing to higher education

**19**

| File Description | Documents |
|---|---|
| Upload supporting data for students/alumni | View File |
| Details of students who went for higher education | View File |
| Any additional information | View File |

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

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

**30**

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

## 5.3 - Student Participation and Activities

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

**14**

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

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

**Students are a vital pillar in the growth and development of any institution. Their ideas and active involvement are essential for the prosperity and success of the institute. At DIET, we prioritize nurturing a bond of mutual respect with our students, instilling a sense of pride and ownership toward their institution.**

**Students play an integral role by participating in various academic and administrative bodies, as well as in co-curricular and extracurricular committees. They also take the lead in organizing and celebrating academic, sports, and cultural events. Such active engagement helps students enhance critical skills,communication, management, leadership, teamwork, time management, delegation, and resource management, while also boosting their confidence.**

**The institute ensures student representation in several academic, co-curricular, and extracurricular committees. Additionally, DIET hosts chapters of prestigious professional bodies, such as**

- **ACM (Association for Computing Machinery)**
- **IEEE (Institute of Electrical and Electronics Engineers) Student Branch**

- **IETE (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)**

**Active participation in these activities not only fosters students' physical and mental development but also equips them with resilience and strength for future challenges**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | [https://diet.edu.in/cmoon_images/5.3.2_paste_link_for_additional_information2.pdf](https://diet.edu.in/cmoon_images/5.3.2_paste_link_for_additional_information2.pdf) |

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

**9**

| File Description | Documents |
|---|---|
| Report of the event | [View File](#) |
| List of sports and cultural events / competitions organised per year | [View File](#) |
| Upload any additional information | [View File](#) |

## 5.4 - Alumni Engagement

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

**The DIET Alumni Association (DAA), a registered and functional body, plays a pivotal role in the development of Dadi Institute of Engineering & Technology (DIET). Leveraging the expertise of its alumni, DAA enhances the academic, professional, and personal growth of the DIET community. Its non-financial contributions are profound, fostering innovation and aligning education with industry demands.**

**DAA drives institutional development by facilitating knowledge transfer, career guidance, and placements. Alumni conduct**

sessions on trending technologies like Artificial Intelligence, Machine Learning, and Cloud Computing, equipping students with cutting-edge skills. They mentor students on career planning, higher education, and entrepreneurship, broadening their horizons making DIET a preferred destination for aspiring engineers.

In placement support, alumni connect DIET with reputed organizations, enabling campus recruitment drives, referrals, and valuable industry insights. DAA also fosters professional networking through alumni meetups and forums, bridging academia and industry while creating opportunities for internships and projects.

Through these impactful services, DAA enriches DIET's educational ecosystem, elevates its reputation, and strengthens its community. The association remains a vital partner in advancing DIET's vision, ensuring students are well-prepared for success in an ever-evolving professional landscape, paving the way for future generations to achieve success

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional Information | [https://diet.edu.in/cmoon_images/5.4.1___the_alumni_association_and_its_chapters__registered_and_functional__contribute_significantly_to_the_development_of_the_institution_through_financial_and_other_support_services.pdf](#) |

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

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

## 6.1 - Institutional Vision and Leadership

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

**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. 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.**

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

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional Information | [https://diet.edu.in/cmoon_images/6.1.1_.pdf](https://diet.edu.in/cmoon_images/6.1.1_.pdf) |

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

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 a Best Autonomous Institution

3.To evolve into a Center for Excellence in Engineering and Technology by undertaking national and international acknowledged research and development works

| File Description | Documents |
|---|---|
| Upload strategic plan and deployment documents on the website | [View File](#) |
| Upload any additional information | [View File](#) |
| Paste link for additional Information | https://diet.edu.in/cmoon_images/diet_strategic_plan_2023_to_2028.pdf |

## 6.2 - Strategy Development and Deployment

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

The Dadi Institute of Engineering &Technology (DIET), an autonomous institute accredited with an 'A' grade by NAAC, has devised a comprehensive Strategic Plan to achieve academic excellence, innovation, and societal impact. This plan aligns the institute's vision with stakeholder expectations, focusing on measurable goals across critical areas like curriculum enrichment, research, skill development, and governance.

Curriculum enrichment emphasizes value-based, elective-oriented courses designed to bridge academic and industry gaps. Experiential learning, including projects, seminars, and competitions, fosters innovation and critical thinking. Research is a key priority, supported by advanced laboratories, interdisciplinary collaboration, and incentives for patents and publications. DIET also promotes incubation and skill development through partnerships with industries, fostering entrepreneurship and innovation.

The institute emphasizes participatory governance, decentralizing responsibilities, and ensuring transparency through E-governance. Quality assurance is maintained via audits, best practices, and faculty training. Infrastructure modernization, including ICT-enabled classrooms and sustainable campus initiatives, further supports growth.

Student development is prioritized through training programs, career guidance, and extracurricular activities. Community engagement includes outreach initiatives, awareness camps, and job-oriented training for societal benefit. DIET's Strategic Plan reflects its commitment to holistic development,

positioning it as a leader in engineering education while nurturing skilled, socially responsible professionals.

| File Description | Documents |
|---|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | https://diet.edu.in/cmoon_images/strategic_plan_deployment_document_new.pdf |
| Upload any additional information | View File |

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

Functions of the Governing Body:

1.Take policy decisions for the institutional development.

2.Form, supervise and guide various committees

3.Institute Scholarships, Fellowships, studentships, medals, prizes and certificates

4.Recruit teaching faculty/ principal

5.Approve annual budget of the college and expenditure from time to time.

6.Approve new programmes related to degrees and/or diplomas.

Functions of the DIET Academic Committee:

1. Discussions on academic , rsearch and startagies implementation for the betterment of Institution

2. The meeting scheduled on every second saturday and the committee will approve the events scheduled as per the DIET academic calender.

Functions of the Academic Council:

1.Scrutinize and approve the proposals of courses of study, academic regulations, curricula, syllabi, instructional and evaluation arrangements, methods, procedures relevant thereto

etc.

2.Make regulations regarding the admission of students

3.Recommend to Governing Body the proposals of new programmes, Institute Scholarships, Fellowships, studentships, medals, prizes and certificates for the award.

Functions of Board of Studies:

1.Prepare syllabi for various courses and suggest methodologies for innovative teaching and evaluation techniques

2.Suggest panel of names to the Academic Council for appointment of examiners;

3.Coordinate research, teaching, extension and other academic activities

Functions of the Finance Committee:

Acts as an advisory body to the Governing Body, to consider budget estimates relating to the grant received/receivable from various funding agencies, and income from fees, etc. collected for the activities to undertake the scheme of autonomy.

| File Description | Documents |
|---|---|
| Paste link to Organogram on the institution webpage | https://diet.edu.in/cmoon_images/organogram_6.2.2.pdf |
| Upload any additional information | View File |
| Paste link for additional Information | https://diet.edu.in/cmoon_images/6_2_2_1.pdf |

| 6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination | A. All of the above |
|---|---|

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

## 6.3 - Faculty Empowerment Strategies

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

The 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)**

**Vacation: The staff of the institute will be eligible for vacation on the following basis: Teaching & Technical Staff: For the first year of services 07 days For the second year of services 11 days From the third year of services 14 days From the fifth year of service 18 days. Administrative Staff: For the first year of service 06 days Above one year of service 10 days**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | https://diet.edu.in/cmoon_images/empoerment_facult_6_3_1.pdf |

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

131

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

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

**10**

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

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

**162**

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

## 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

**The institute 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 utmostresponsibility 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. 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 maintained by the Society and expressed opinion that the financial statements give a true and transparency inconformity with the accounting principles on the Balance Sheet and Income & Expenditure Account

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | https://diet.edu.in/cmoon_images/6_4_1_financial_audit.pdf |

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

4.0

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

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

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 eco system.

Sources of Funds: Tuition Fee, JNTU Registration & Infrastructure Fee, Affiliation Fee, Transport Fee, Admission Fee, R&D/Consultancy Examination Fee, Funds from AICTE. 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 set up 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 institute 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 institute names.

5.Regular, Internal and External audits from the authorized charted accountant makes sure that the financial statments are as per the norms.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File]() |
| Paste link for additional Information | [https://diet.edu.in/cmoon_images/diet_audit_report_ay__2024_25.pdf]() |

## 6.5 - Internal Quality Assurance System

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

IQAC has institutionalized the practices as a result of IQAC initiatives such as DIET Rural outreach programs and Club activities

Some of the achievements of the Institution are:

1.Institute Innovation Council

2.Skill Development through ISTE and EDU Skills

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 offaculty,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, 2021-2022,2022-2023.

2.Skill Development through APSHE 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 AP State Skill Development Corporation and Wadwani foundation. 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.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | [https://diet.edu.in/cmoon_images/6_5_1_1.pdf](https://diet.edu.in/cmoon_images/6_5_1_1.pdf) |

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

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: 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 | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | [https://diet.edu.in/cmoon_images/6_5_2_1.pdf](https://diet.edu.in/cmoon_images/6_5_2_1.pdf) |

| **6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)** | **A. Any 4 or all of the above** |
|---|---|

| File Description | Documents |
|---|---|
| Paste the web link of annual reports of the Institution | [https://diet.edu.in/cmoon_images/6_5_3_1.pdf](https://diet.edu.in/cmoon_images/6_5_3_1.pdf) |
| Upload e-copies of accreditations and certification | [View File](#) |
| Upload details of quality assurance initiatives of the institution | [View File](#) |
| Upload any additional information | [View File](#) |

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

Gender equity refers to the practice of ensuring fairness for both women and men. To achieve this fairness, it is often necessary to implement strategies and measures that address the historical and social disadvantages faced by women, which hinder both genders from competing on an equal footing. Gender

equality entails that both women and men have equal access to socially valued goods, opportunities, resources, and rewards. Consequently, a vital component of advancing gender equality is the empowerment of women, which involves recognizing and correcting power imbalances and granting women greater autonomy in managing their lives. Gender equality does not imply that men and women must become identical; rather, it signifies that access to opportunities and life changes should not be influenced or restricted by one's sex. Attaining gender equality necessitates the empowerment of women to ensure that decision-making at both private and public levels, as well as access to resources, is no longer biased in favor of men, allowing both women and men to engage fully as equal partners in both productive and reproductive spheres. The women empowerment cell has organized sessions aimed at motivating female faculty and students, reinforcing the notion that they are equal to men in all respects.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional Information | https://diet.edu.in/cmoon_images/7.1.1_specific_facilities_provided_for_women_in_terms_of_safety_and_security1.pdf |

**7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy        Biogas plant Wheeling to the Grid   Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment**

A. Any 4 or All of the above

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

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

Solid Waste Management Data for Effective Waste Management Sources of solid waste include: a. Classrooms b. Office spaces c. Examination center d. Laboratories e. Canteen f. Storage/stationery area g. Playground h. Restrooms i.

Construction activities j. Dining area k. Seminar Halls/Auditoriums

Separation of Dry and Wet Waste: Initially, it is essential to provide two distinct garbage disposal bins on campus—one designated for dry waste and the other for wet waste. Items categorized as dry waste includes aluminum foils, tetra packs, glass, paper, plastics, and metals, while kitchen waste such as leftover food, fruits, and vegetables is classified as wet waste. Drying Wet Waste: Wet waste cannot be incinerated in its moist state; therefore, it should be placed in an open environment to dry for several days before it can be safely burned. Storage of Solid Waste: Proper storage of waste at the point of generation is a crucial initial step in solid waste management. Every educational institution, household, commercial establishment, and market generates solid waste on a daily basis. This waste should typically be stored at the source of generation until it is collected for disposal.

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

**7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus** | A. Any 4 or all of the above

| File Description | Documents |
|---|---|
| Geotagged photographs / videos of the facilities | View File |
| Any other relevant information | View File |

**7.1.5 - Green campus initiatives include**

**7.1.5.1 - The institutional initiatives for** | A. Any 4 or All of the above

**greening the campus are as follows:**

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

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

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

**7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:**

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

A. Any 4 or all of the above

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

**7.1.7 - The Institution has a disabled-**

A. Any 4 or all of the above

**friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.**

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

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

**The Institute has undertaken several initiatives to foster an inclusive environment that promotes harmony across various cultural, regional, linguistic, communal, social, economic, and other diversities. Each year, the Institute develops an academic calendar to keep students, faculty, and staff informed of significant dates throughout the academic semester and year. To embrace the multi-linguistic and cultural diversity and to encourage the equal representation of all national religions within the Institution, we celebrate festivals such as Pongal, Diwali, and Christmas. Additionally, we have organized various sessions focused on the Indian Knowledge System and the policies outlined in the National Education Policy (NEP) 2020. The purpose of these celebrations is to educate students about diverse cultures and to foster equality among them, regardless of caste or religion. Our nation is renowned for its rich history, and we take pride in promoting this heritage through events like Azadi ka Amrit Mahotsav, book-reading sessions,**

book-talks, quizzes, poetry and literature exchanges, and other activities that celebrate language. The Institute's annual magazine, "DIET Memoir," features articles in multiple languages. Furthermore, the National Service Scheme (NSS) unit of the Institute organizes a weeklong camp in schools each year.

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

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

The Institute has undertaken initiatives to promote awareness and instill values, rights, duties, and responsibilities of citizens through various activities primarily organized by the National Service Scheme (NSS), the DIET Literary and Cultural Club (DLCC), the Internal Complaints Committee (ICC), the Staff/Student Grievance Committee, the Anti-Ragging Committee, and the Discipline Committee, among

others. The Institute consistently strives to foster values among students and is committed to their overall development by organizing student-centric programs.

In addition to technical subjects, students are encouraged to participate in MOOCs courses as well as NPTEL certificate courses that emphasize human values and ethics. Throughout the year, the NSS organizes activities such as tree planting and pollution awareness camps to uphold national, social, environmental, and historical values. The Institute also raises awareness about human rights in accordance with constitutional obligations. Events such as Voters' Day, Human Rights Day, Education Day, International Yoga Day, and various activities during Vigilance Awareness Week are celebrated, including pledges aimed at combating corruption. The Yoga Unit conducts yoga classes weekly twicefor keeping good health and well-being of our students.The Internal Complaints Committee (ICC) raises awareness regarding women's rights, gender equity, and various safety applications for women, such as "DISHA." Furthermore, voting awareness programs are conducted to educate students about their voting rights and assist them in registering on the

**voters' list to exercise their adult franchise.**

| File Description | Documents |
|---|---|
| Details of activities that inculcate values necessary to transform students into responsible citizens | View File |
| Any other relevant information | View File |

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

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

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

**Each nation has cultivated its own distinct culture and traditions, which reflect unique methods of commemorating significant events. These customs are shaped by a variety of factors, including cultural heritage, historical context, religious convictions, and the geographical characteristics of the region. The Dadi Institute of Engineering &Technology promotes values of tolerance, communal harmony, and inclusivity among its students and staff by observing various National and**

International commemorative days, events, and festivals.

1. The institution organizes insightful discussions led by distinguished academicians to honor the birth anniversary of Dr. B.R. Ambedkar (April 14), Constitution Day (November 26), International Human Rights Day (December 10), and Hindi Diwas (September 14).

2. Events such as book discussions and essay competitions are held to celebrate the birth anniversary of Sri Babu Jagjivan Ram.

3. In alignment with the Swachh Bharat Abhiyan, initiated on Mahatma Gandhi's birthday (October 2), a 15-day cleanliness campaign known as Swacchta Pakhwada is conducted each semester to maintain cleanliness within the institute and its surrounding areas.

4. To motivate students and foster knowledge development, the birth anniversary of the esteemed President Sri A.P.J. Abdul Kalam is celebrated as World Students' Day, accompanied by various technical events organized on campus.

| File Description | Documents |
|---|---|
| Annual report of the celebrations and commemorative events for during the year | View File |
| Geotagged photographs of some of the events | View File |
| Any other relevant information | View File |

## 7.2 - Best Practices

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

The Institutional Best Practices Include DIET Rural Outreach Program(DROP) and Department Club Activities.

Societal Care fosters social welfare and facilitates ethnic transformation within the community. It embodies the highest humanistic principles that advocate for social justice and community well-being. DIET Rural Outreach Program- DROPis an initiative designed to reach and support rural communities by

DIET EEE Students as a part of Community Service Project. The program's goals and objectives may vary, but common aspects include Community engagement, Electrical safety training, Renewable energy integration, Energy efficiency initiatives, Health and wellness.

Club activities play a crucial role in the development of students by fostering a range of essential skills. Dadi Institute of Engineering & Technology has introduced different club activities though department clubs which include CSI Student Chapter, ACM Club, e-SPARKs club, Electronics Club & Consultancy Club.

| File Description | Documents |
|---|---|
| Best practices in the Institutional website | https://diet.edu.in/cmoon_images/7..2_best_practices__1_.pdf |
| Any other relevant information | https://diet.edu.in/cmoon_images/7..2..1_any_other_relevant_information.pdf |

## 7.3 - Institutional Distinctiveness

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

The Institution, guided by its vision and mission, has enabled numerous students to elevate themselves within the educational sphere, continually advancing towards the creation of a new world characterized by success and awareness. In their pursuit of knowledge, students recognize the significance of values and social responsibility, striving to achieve excellence across various domains while cultivating a robust resilience to confront global challenges. DIET consistently offers students a platform to develop exceptional leadership qualities and engage in inquisitive learning. Beyond equipping students with essential competencies, the Institute is dedicated to fostering an understanding of and contribution to the socio-economic development and welfare of society.

The Institute embraces the motto of Supply-Service-Society to fulfill its social responsibility, encouraging students to embody these principles in their lives.

1. Supply: DIET cultivates skilled engineering graduates from

rural and diverse backgrounds, transforming them into technical leaders who meet global demands.

2. Service: The values instilled in students motivate them to pursue societal goals, empowering them to extend assistance to those in need.

| File Description | Documents |
|---|---|
| Appropriate link in the institutional website | https://diet.edu.in/cmoon_images/7.3.11.pdf |
| Any other relevant information | View File |

7.3.2 - Plan of action for the next academic year

The College IQAC has delineated the overarching goals that the institution should pursue during this time-frame, which are outlined as follows:

1. To enhance the Brand Equity that the College has established within its Local Jurisdiction.

2. To foster an environment conducive to the holistic development of Students, Faculty, and Support Staff.

3. To support the ongoing enhancement and updating of knowledge and the application of technology by both faculty and students.

4. To meet its social responsibilities by providing formal and informal education, disseminating knowledge, and organizing programs and activities that benefit the community and other stakeholders.

5. To raise awareness and implement initiatives aimed at Protecting and Promoting the Environment.

6. To promote a culture of research and encourage research activities among Faculty.

7.Establishing extra sections for the emerging courses such as Artificial Intelligence and Machine Learning, as well as introducing new courses like BCA and MCA.

8.Endeavoring to achieve good placement in NIRF ranking through increasing overall academic and research performance.

**9. To construct new academic blocks for centre of excellence to encourage Skill oriented courses / Industry Incubation units.**