



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**VILASRAO DESHMUKH FOUNDATION, GROUP OF
INSTITUTIONS, LATUR**

**PLOT NO.165A, ADDITIONAL MIDC, NEAR TO MANJARA SUGAR, BARSHI
ROAD, LATUR, MAHARASHTRA 413531**

413531

www.vdfengineering.co.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Vilasrao Deshmukh Foundation Group of Institutions located at New MIDC, airport road, Latur, Maharashtra is established in the year 2010 under aegis of Vilasrao Deshmukh Foundation with a vision to be a leading organization devoted to technological, educational and economic development of the region by imparting quality engineering education to all. The President being an eminent political personality and former Medical Education and Cultural affairs Minister, the institute has its unique place in the heart of people living in the suburban and rural area of Latur district.

Vilasrao Deshmukh Foundation Group of Institutions conducts undergraduate courses and runs Civil Engineering, Computer Engineering, Electrical Engineering Electronics & Telecommunication Engineering and Mechanical Engineering. These courses are approved by AICTE, Directorate of Technical Education (DTE), Government of Maharashtra and was affiliated to Swami Ramanand Teerth Marathwada University, Nanded. In 2019 the institute chose to work under the umbrella of Dr. Babasaheb Ambedkar Technological University, Lonere and since then the institute is offering the B. Tech Degree in aforementioned courses.

This is a private institute with state of art infrastructure supporting academic activities of each department. The laboratories are in tune with the syllabus provided by Dr. Babasaheb Ambedkar University, Lonere. The institute focuses on achieving the academic excellence. Learning methodology, quality in teaching and planning in working along with academic rigour are the integral part of the culture and practices at the college. Extra and Co-curricular activities, industrial visits equip our students with the required skills to meet the requirement of the industries. The intention of the management has been to open the new vistas of job opportunity to the students from rural background and give them an opportunity to be the part of global competition and to bring them in the mainstream of today's business world. So, the efforts are directed not only towards inculcating employability skills but also to impart entrepreneurial spirit amongst the students to equip them with qualities needed to help them stand on their own feet and be an independent in way to help bring about change in their circumstances.

Vision

To be a leading organization devoted to technological, educational and economic development of the region by imparting high quality engineering and pharmaceutical education to all.

Mission

To be a world-class knowledge organization committed to providing sound quality engineering and pharmaceutical education; housing miscellaneous interdisciplinary research and development activities; and an organization that is dedicated to developing an academic community that believes in innovation and life – long learning.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The driving force and the founder Shri Vilasrao Deshmukh, former Chief Minister of Maharashtra is popular for his extensive contribution in the field of industrial development and education. This lends us credence to create an association with the industries and research agencies.
2. Location – The city Latur is famous for Latur pattern in education.
3. Excellent university result despite admitting the students with low percentage.
4. Qualified and dedicated staff
5. Implementation of effective mentorship
6. State – of – the – art infrastructure
7. Affordable fees structure
8. Weekly industry institute interaction as the college is located in MIDC.
9. Considerable land for future development.
10. Affiliation with Technological University.

Institutional Weakness

1. Scarcity of Ph. D. holders
2. Lack of research resources
3. Less placement
4. Geographically located in rural region.
5. In campus hostel for students.

Institutional Opportunity

1. To open the new branches like AIML and DATA Analytics as the considerable availability of staff and Computer labs.
2. Develop ICT classrooms with latest features
3. To motivate the student to participate in all India university games
4. To arrange the FDP for enhancing and updating the quality.
5. To start the incubation and innovation center
6. To take startup initiative for the student
7. To begin the consultancy in departments
8. Competitive examination career guidance

Institutional Challenge

1. Convincing the students to opt our college instead going to metro cities for engineering education.
2. To achieve 100 percent admission and placement.
3. To be the leading engineering institute as far as rural Marathwada is concerned.
4. To convince the parents and students to spend on extracurricular activities
5. To look for alternative resource other than college fees.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute is affiliated to DBATU, Lonere from academic year 2019-20., Earlier it was affiliated to SRTMU, Nanded. This institute follows a very systematic approach to develop and deploy action plans for effective curriculum implementation. At the beginning of each semester, Principal of the institute conducts a meeting with all the HODs and Academic Dean and takes the review of the activities to be conducted in the semester and directs to prepare the timetable of different activities to be conducted during the semester, such as academic calendar, academic time table, guest/ expert lectures, workshops, seminars etc. We ensure effective curriculum delivery through implementation of Academic calendar, institute calendar, Teaching plans, Course files, practical file, etc. Academic dean shares the academic calendar to each department. HOD conducts internal departmental meeting and finalizes the faculty's work-load and departmental activities. Every faculty members prepare course file of allotted subjects and get verified by HOD, Academic Dean and principal. Unit tests are scheduled Department wise and Additional assignments are given to judge the students understanding. As most of the students who take admission in our college are from rural area comprehensible hand written notes are prepared by the staff to meet the expectations of the students.

The university's present curriculum is composed with the courses like environmental engineering, industrial management, professional ethics, soft skills etc. Final year students are encouraged to present projects entitled with green energy, bio-gas, water management, solar etc. As a part of curriculum students are encouraged for field training and internship, and prepare report of same. The institute encourages equal state in terms of opportunities, participation & decision making regardless of gender. On occasions like Annual Cultural event girls are encouraged to take part. Women's Grievance Cell handles the girls' issues if any arising out of gender discrimination. Online MOOC programs like SWAYAM, NPTEL have been offered since last three years. Structured feedback on curriculum is obtained from Students, Teachers at the end of semester further feedback about curriculum delivery is collected and analyzed and appropriate actions are taken on it.

Teaching-learning and Evaluation

Teaching, learning and evaluation plays very crucial role for growth and all round development of any educational institution. Our college believes on value based education coordinate with the practical learning. VDFGOI follows the admission process as per the guidelines given by the Government of Maharashtra under the aegis of State Common Entrance Test Cell and the Directorate of Technical Education, through the Centralized Admission Process. The Admission Committee monitors fair and transparent admission process and does counseling of students helping them in admissions. The students who have been granted admission come from diverse social background and also as per the reservation policy. VDFGOI has strategy to support students to receive financial assistance from Government.

Qualified and experienced faculty members put in their efforts through their effective teaching to impart knowledge to the students. All departments systematically develop action plans for effective implementation of the curriculum in consideration with the DBATU academic calendar. Faculties are conscious to maintain healthy and conducive atmosphere to facilitate teaching learning process.

Students get academic, sport, placement concerned, personal guidance and livelihood counseling from their Mentors, Class Teachers, Physical Director, TPO and Heads of the Departments. The Teaching - Learning Process is monitored and governed by Dean of Academics. Faculty members are encouraged and supported to participate in seminars, workshops, conference. Students are always made aware of the examination reforms, structure and evaluation processes of DBATU University regularly. 35 teaching faculty are working in the

college. Out of them 11 are permanent. Librarian, TPO, Physical director and 21 are full time faculty. 2 faculties completed Ph.D., 05 faculties have registered for Ph.D. Degree. 1 teacher have completed M.Phil Degree. Teachers combine traditional teaching methods with use of modern teaching aids. The IQAC conducts quality audit and conducts programs for improving the quality teaching. Institute focuses on continuous assessment methods of students for ensuring the attainment of stated Graduate attributes. The institute has defined Program Educational Objectives (PEOs) and Program Outcomes (POs). The performance of the students in university examinations and assistance in placement opportunities are the result of outcomes of these programs.

Research, Innovations and Extension

One of the reasons of development of human civilization is its obsession with knowing the unknown. This obsession has paved the way to research, innovation and development. Since the evolution of human beings research has always been at the bottom of every reform that we see today. It is the research that provides us powerful insight and knowledge. It always leads to an improvement in existing process. It always contributes in the welfare of human civilization. We at VDF GOI are appreciative and conscious of this fact and always encourage and motivate the faculty to cultivate the inclination towards research. As an initiative in this regard, Research and Development Cell was formed in 2019. The cell includes six members, the chairman being the Principal of the Institute. Various activities have been planned under this cell and the planning for future events has also been done. The faculty presents research papers in seminars and conferences. The institute encourages the faculty to take part in national and international conferences and provides the remuneration for such activities. To promote the inclination towards research and development industrial visit has been made mandatory for the students.

In addition, as it is the quality policy of our institute to strive hard towards shaping the career of the students not only in terms of economic gain but also in terms of preparing them as a sensible citizen of this country, we arrange some extension activities such as Yoga day celebration, tree Plantation, women's empowerment programme, and food donation camps. Besides, the institute has taken part in Corona vaccination. Health and cleanliness programme are also conducted on different occasions.

These extension activities teach them collaboration, team work, leadership, time management, positive relationship, empathy and above all it increases their communicative competence. Working off campus with unfamiliar people develops their self confidence, boosts their self esteem and above all it helps in making them a responsible person. It develops a sense of belongingness towards society. They learn the importance of how harmonious society is the key to happiness of all.

Infrastructure and Learning Resources

VDFGOI technical campus is spread over 50 acres of land and infrastructural design is the major attraction in the region known for its state of the art building; an example of recent features in architectural design in civil Engineering and reflecting the aesthetic value.

The college has 18 well equipped classrooms with green, and black boards spread in approximately 1260 sq.m. Some of them are provided with LCD projection system and Wi-Fi facility with LAN connectivity. The classrooms have sufficient and all required good quality furniture. The college has tutorial rooms for discussion on Projects, seminar and completing assignments.

To aid the students with experiential learning the institute has 35 well equipped laboratories with latest equipments which are calibrated as per the norms as well as one Language lab.

Central library covers approximately 460 sq. m of entire building and it has near about 10713 books in it.

VDFGOI has 320 computers fully equipped with 100 Mbps internet facility. These computers are set up into computer laboratories. Besides curricular practical, various workshops which need the computer systems are conducted here. These labs are also used to conduct online exams like NEET and JEE which help earn the extra funds for the institute.

To provide the facility of sports to the students the college has considerably sufficient ground which includes 200 m track, cricket and foot ball ground of approximately 1080 sq.m. each. In addition to this, it also has volley ball court. Kabbadi court, ball badminton court, tennis court, throws ball court. Apart from this it also has provisions for indoor games.

Student Support and Progression

As it has been our aim to transform the students into a sensible citizen with right perspective, we at VDF GOI keep the student at the center of all our concerns. Student centric education is the motto of our institution. We are aware that today's students need not only academic education, but also the life skills which help them cope up with various challenges in the journey of their life.

Almost all the flow of the students being from rural area, we are committed to facilitate them with all the government as well as private facilities which help in alleviating their hardship in terms of poor financial condition. The institute facilitates scholarships for students from Social Welfare Department (SWD) of the Government of Maharashtra.

We recognize the need of employment for our students as most of our students belong to poor families and farming being their primary occupation. Placement cell under the guidance of Training and Placement Cells is active and recently almost 52 % students have got placed in various companies.

An effective education process succeeds only in amicable atmosphere; therefore to maintain peaceful and harmonious atmosphere anti-Ragging committee and Women's Grievance Redressal Cell have been formed for all around safe campus. The Grievance Redressal Committee has also been formed in the College But since the inception of the college no major issue has been noted.

We at VDF give parental care to the students. All staff have been distributed among students as mentors. As an outcome of an effective implementation of the mentor mentee programme, student communicate their problems without fear and immediate solution is given by the mentor.

Institute encourages the students to take part in extracurricular and co-curricular activities which help them develop their overall personality. Student associations of all departments organize Annual Sports, Technical and Cultural events within campus, and participates in inter-university competitions.

An alumnus association of the college is active and interacts throughout the year; it invites the alumni to guide present students.

Governance, Leadership and Management

VDF GOI established in the year 2010 by Hon. Vilasraoji Deshmukh with a goal of imparting quality technical education to rural students is governed by the Governing Council consisting of eminent academic and industry experts whose meeting is convened twice a year to review the progress of the institute and approve the recommendations of the Academic Council.

The governing body plays very important role in strategic planning of the institute which includes deciding policies to foster excellence in curricular, co-curricular and extra-curricular activities and ensure effective resource mobilization.

The institute has a well-defined code of conduct for student, faculty and Principal. The governance fosters participative management and plays significant role in the different reforms. Faculties are involved in decision making process as members of different bodies and coordinators of different committees.

Performance appraisal system for the staff is a source of motivation to attend FDP, workshops, conferences and seminars.

Internal Quality Assurance Cell (IQAC) aims at continuous improvement in quality in teaching-learning process. The institute has efficient teaching learning review process.

The major source of the fund of our institute is the fees collected from the students. Apart from this, the institution utilizes its infrastructure as a source of income by providing the required facility for conducting online exams like NEET, JEE and gets remuneration for conducting those exams. It also gets the benefit for running the facility of Facilitation center for admission process every year. Institute; as such collects its fund from the above sources and utilize it for the welfare of the institute.

Institutional Values and Best Practices

As it is the quality policy of our institute is to strive hard towards shaping the career of the students in the right perspective through a competent and research oriented teaching faculty, through a continuous industry – academia interaction, and by fostering the overall development of the students as well as the staff, we at VDF blend traditional values with modern technology and devote ourselves to the relentless pursuit of excellence in technical education. In accordance with this policy we provide an opportunity especially for rural students to pursue higher education.

The institute not only focus on technical education but also on inculcating and imparting human values to bring about a change in the student in right perspective. The faculty strive to be worthy of their profession by consciously practicing professional ethics in the institute. Various activities are conducted to promote the universal values among the students. To increase the consciousness of Nationality, celebration of Teacher's day, Engineer's day, Independence Day and Republic day takes place enthusiastically. In our organization, we take the initiative to provide an inclusive environment to celebrate various days, festivals and cultural events.

The institute arranges women's day to increase the awareness of gender equity among the students. In order to address the health concerns and promote well-being, the institute conducts various health-related seminars. Special care of physically challenged is taken by giving them the required facilities.

Environmental issues, climate change and tree plantations on campus as well as off campus are among the activities which contribute in increasing the awareness of ecosystem among the students. The college also conducts energy audits.

Yoga changes attitude and reduces mental pollution. It serves as a valuable tool for managing the various challenges faced during the life's journey. It enhances the mental and emotional health. Therefore, we incorporate yoga practices such as gentle asanas, breathing exercises, and mindfulness meditation, which help students to effectively cope with stress, anxiety, and the pressures of academics. These techniques enable students to develop mental clarity, emotional resilience, and overall well-being.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VILASRAO DESHMUKH FOUNDATION, GROUP OF INSTITUTIONS, LATUR
Address	Plot No.165A, Additional MIDC, Near to Manjara Sugar, Barshi Road, Latur, Maharashtra 413531
City	Latur
State	Maharashtra
Pin	413531
Website	www.vdfengineering.co.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Mohan Vaijanathrao Buke	02382-267732	9421175780	02382-267732	2254.engg@vdf.in
IQAC / CIQA coordinator	Sambhaji Hanmantrao Bhosale	02382-267733	9423357521	02382-267733	iqac.engg@vdf.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

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

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	03-07-2022	12	AICTE Extension of Approval for Academic Year

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Plot No.165A, Additional MIDC, Near to Manjara Sugar, Barshi Road, Latur, Maharashtra 413531	Rural	50	16536

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BTech, Civil Engineering	48	HSC	English	240	196
UG	BTech, Computer Engineering	48	HSC	English	240	238
UG	BTech, Electrical Engineering	48	HSC	English	240	147
UG	BTech, Electronics And Telecommunication Engineering	48	HSC	English	240	107
UG	BTech, Mechanical Engineering	48	HSC	English	240	88

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	6				11				45			
Recruited	1	0	0	1	0	0	0	0	9	2	0	11
Yet to Recruit	5				11				34			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				24			
Recruited	0	0	0	0	0	0	0	0	13	11	0	24
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				27
Recruited	26	1	0	27
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	10	0	0	10
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	1	0	2
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	7	1	0	8
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	12	11	0	23
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	531	0	0	0	531
	Female	245	0	0	0	245
	Others	0	0	0	0	0
Diploma	Male	138	0	0	0	138
	Female	98	0	0	0	98
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	77	63	34	31
	Female	41	37	24	21
	Others	0	0	0	0
ST	Male	3	1	0	1
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	50	59	40	30
	Female	35	23	14	21
	Others	0	0	0	0
General	Male	302	261	138	188
	Female	124	127	81	107
	Others	0	0	0	0
Others	Male	67	56	33	24
	Female	26	36	31	17
	Others	0	0	0	0
Total		725	663	395	440

1. Multidisciplinary/interdisciplinary:	<p>The NEP replaces the previous National Policy on Education, which was last revised in 1986. One of the key goals of the NEP 2020 is to provide inclusive and equitable education for all students, regardless of their socio-economic background or geographic location. Our faculty attended Workshop on NEP – Trainers Sensitization Programme, organized by Aurangabad Regional office of DTE at Chh. Shahu College of Engineering, Aurangabad on 10/12/2022. The programme was presided over by Dr Abhay Wagh, Director, Directorate of Technical Education, Maharashtra State and he was the chief guest as well as the Key note speaker of the programme. Having attended the sensitizing programme our institution organised seminar and discussion session on NEP. All the key points discussed in the programme were shared with the all the faculties. As result of it all the faculty members discussed the key principles of NEP, such as the traditional education system and its focus on rote learning, where the students were forced to memorize everything by repeating the content. This method did not prove to be effective in producing creative students. Traditional education system did not facilitate interdisciplinary learning system. After in-depth discussion, all came to the conclusion to follow holistic educational programme such as PARAKH (Performance, Assessment, Review, Analysis and knowledge and Holistic development). The commitment has been made to focus on enhancing student's skills to enable them to think out of box.</p>
2. Academic bank of credits (ABC):	<p>Till now the institution is trying to fulfil the requirements of ABC and very soon it will be done as the institution has started this process.</p>
3. Skill development:	<p>The Institution is already conducting the skill courses as designed by affiliating DBATU Lonere University in various programs. Also, the college has been running skill courses under the MKCL program for student, such as soft skill development, personality development, IT enabled coursed, digital freelancing etc.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>In order to promote /integrate the local language, art and culture, institute is trying to conduct all NSS activities in local Marathi language. The college celebrates National festivals like Independence Day and Republic Day. The conduction of various</p>

	programmes like World Aids Day, Environment Day, Anniversaries of our National leaders by the students and faculty is done in different Indian languages.
5. Focus on Outcome based education (OBE):	The institution, being affiliated with DBATU Lonere University, follows the guidelines where in variety of approaches in teaching Learning process like lectures, seminars, tutorials/workshop/practical and project-based learning, field work, technology enabled learning internship is implemented wherever possible. The Institute has implemented outcome-based education with clearly stated Programme Outcomes, Programme Specific Outcomes and course outcomes. The Course Objectives (COs) are also aligned to the PO-PSO philosophy. The institution provides good education to students, sessions on carrier counselling, develop positive attitude and other qualities which will lead students to a successful life.
6. Distance education/online education:	Institution offers some MKCL's career and Job oriented courses through online mode by using MKCL ERA App in due course of time. Keeping in view the convenience of the student, the various technological tools used by the faculties especially during the pandemic lockdown are Google Classroom, Zoom, WhatsApp etc. During Covid -19 pandemic, various programs, meetings, seminars for students were also organized by institute via online platform. Post-pandemic, the online learning experience has been adopted by the faculty and students to take full advantage of flexible blended mode of teaching learning. The faculty members also have prepared themselves by getting trained for using various MOOCs and other online platform for online teaching learning through FDP, STTP and workshops during lockdown period.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the Electoral Literacy Club has been set up in the college.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs	Yes, the ELC is functional and the Students coordinators and coordinating faculty members are appointed by the college and the ELC representative

are representative in character?	is representative in character.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The ELC has conducted a programme on The Ethics and Rationality for Voting. In addition to this general awareness was developed among students by this programme.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	A programme on Importance Democratic Values for the welfare of human race was conducted to inculcate democratic values in the students.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	No any such activity has been initiated by the college yet but the there are plans future in this regard.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
725	663	395	440	503

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 66

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
45	39	47	44	47

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
57.26754	67.58088	116.47687	204.81512	141.57393

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The institute began its journey in affiliation with S. R. T. M. University, Nanded in 2010. But as the demand for technical university grew, our management took the decision to go with Dr. Babasaheb Ambedkar Technological University, Lonere (DBATU) in 2019 to keep pace with the other colleges. Thus, as for today, the institute implements two different curriculums recommended by these two universities, that is, DBATU curriculum for first, second and Third year and SRTMU curriculum for final year. But the modus operandi has been the same.

At the beginning of each semester, Principal of the institute conducts a meeting with all the HODs and Academic Dean and take the review of the activities to be conducted in the semester and directs to prepare the timetable of different activities to be conducted during the semester, such as academic calendar, academic time table, co- curricular activities, departmental activities, industrial visits, guest/ expert lectures, workshops, seminars etc. In accordance with directions given by Principal the Academic Dean prepares the internal academic calendar of the institute and it is distributed among all the HODs. All the HODs, in turn, conduct the meeting of all the staff of respective departments to direct the timetable in charge to prepare the timetable. Work load of theory subjects and practical is distributed among the staff on the basis of their expertise, experience. The staff then prepare the academic file. Academic file includes the course objectives, time table, teaching plan, syllabus, handwritten notes, and attendance sheet of the students, previous year question papers, and students' previous year result and marks of continuous assessment.

While preparing the time-table, care is taken to indicate the theory hours, laboratory hours, name of the staff and the venue of the lecture in the time-table.

As most of the students who take admission in our college are from rural area comprehensible hand written notes are prepared by the staff to meet the expectations of the students as well as to achieve the POs, Cos and PSOs of the subject.

Students attendance of both theory lectures and practical hours is maintained by every staff. It is monitored by the Principal and Dean of Academics every month. Personal contact through telephonic call is done with the parents of irregular students through mentors.

Units test as scheduled by the university calendar are conducted at due date except some local issues such as political, social strikes takes place. Academic Dean takes feedback of the staff from the students at regular interval. If the staff fail to achieve the desired feedback they are asked to take corrective measures.

HODs conduct the academic meeting to review the academic performance of the staff as well as students and to resolve the grievances if any.

Industrial visits and Guest Lectures are arranged every semester to bridge the gap between industry expectation and Institution. Internship and industrial projects are arranged for the students to avail practical exposure. Workshops are arranged every semester.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 11

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

Other Upload Files

1	View Document
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1.2.2

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

Response: 1.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	11	12	0	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

The aim of education is not only to bring about a positive and desired change in the students but also to make them responsible towards society. As far as engineering profession is concerned, it bears varieties of responsibility towards the society as well as nation. To inculcate human values, professional ethics, gender equality and environmental awareness among the students, VDF Group of institution, Latur integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the curriculum as follows.

Professional Ethics has been introduced to Final year Engineering syllabus by SRTM University, Nanded. The staff effectively imparts the knowledge of Professional Ethics and makes the student aware of the importance of professional ethics in maintaining healthy working atmosphere in any organization. They focus on the need to know how their professional ethics affects their interaction with the clients, employers, colleagues, stakeholders and others. In addition to this a paper of Basic Human Rights is also introduced by university for second year. This also adds in the knowledge about the Fundamental rights and Justice over the society. Also Sustainable Engineering & Technology for 8th Semester in SRTMU Nanded and Planning for Sustainable Development for 4th semester in DBATU has been introduced. The staff effectively imparts the knowledge of sustainability and makes the student aware about sustainable development.

Apart from this, boys and girls are treated equally in all activities, such as, curricular, co-curricular, extra-curricular and training & placement activities. Ladies staff and girl students are assigned different responsibilities.

The events like Women's day are organized through Women Empowerment cell. On occasions like Annual Cultural event girls are encouraged to take part in sports. Women's Grievance Cell handles the girls' issues if any arising out of gender discrimination. But the congenial and healthy atmosphere towards opposite gender has never given a chance to this cell to take any action towards any staff or student. The Management being reputed public figure and political figure is well aware of the importance

of gender equality and stands for the gender equality for the betterment our society. “Yatra narystya poojyante, tatra ramnte Devata”.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 36.83

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

Response: 267

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

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

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 9.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
60	22	9	17	30

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
300	300	300	300	300

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

2.1.2

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

Response: 9.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
29	9	6	6	19

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

2021-22	2020-21	2019-20	2018-19	2017-18
150	150	150	150	150

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 16.11

2.3 Teaching- Learning Process

2.3.1

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

Response:

The College ensures the development of the students through a student-centric learning process and suitable curriculum. The teaching learning process revolves round the interest and capabilities of students. The departments adopt the following strategies to make learning more students-centric.

Experiential Learning:

- As part of academic development, all the departments arrange seminars , guest lectures and industrial visits throughout the year on topics of core subjects, recent technologies, different research areas and Career oriented lectures regularly.
- Faculty members are well acquainted with use of ICT during class room teaching. Google classroom, google meet is used and lectures are given through power point presentation by all of the faculty members, e-contents are also provided to students. Institute campus is well equipped with internet facilities.
- Classroom discussions in various topics are our regular features, to develop originality of ideas, creativity. increasing knowledge, increasing stage courage and improve communication skills.
- Experimental method is used to acquaint the students with the facts through direct experience individually. Students verify the facts and laws of the subject with the help of experiments. Technical quiz competition is also arranged to enhance the knowledge of students.

Participative learning:

- Institute encourage the students to enrol in the courses offered by NPTEL, GATE coaching, SWAYAM etc. Online learning has to be the greatest revolution in education system.
- Students are encouraged to participate in projects and internship, as projects are integral part of the curriculum. Workshops and various Labs are made available for carrying out mini and major project work.
- The institute organises technical training program in each departments which includes Electrical wire harnessing ,MATLAB ,Industry 4.0 , Artificial Intelligence , Trends in Communication Engineering etc.
- Industrial visit is a part of the education, during which students visit companies and get insight into the internal working environment of the industry. Moreover, it gives exposure to the practical knowledge, which increases functional awareness of the various Industries.
- Students actively participate in different academic activities like class room seminars on technical topics, assignments, power point presentations, Sports activities and other competitions. Institution is on its path to bring overall development of students through these activities. These activities provide opportunities for participatory learning.
- WhatsApp groups are created for each section in which teachers are also member. In this group student related problems are discussed.

Problem Solving Methodologies:

- The institute further follows problem solving methodologies by challenging the students with regular assignments to check their level of understanding on the subjects. Students are also involved in industrial training for enhancing problem solving abilities of the students.
- Along with the classroom teaching and laboratory experiment based learning. students are also involved in minor and major projects in groups or individually, the projects help towards enhancing problem solving abilities of the students.

File Description	Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 74

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

2021-22	2020-21	2019-20	2018-19	2017-18
60	60	60	60	60

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

2.4.2

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

Response: 4.05

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	1	2

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The Institution follows the mechanism set by the affiliating university and institute has set it as follows

- The continuous assessment comprises of 2 tests each of 20 marks and one hour duration, totaling to 40 marks. The tests are conducted by the college on the dates mentioned in the academic calendar. The remaining 60 marks are assessed by the Final examination conducted by university.
- Term Work marks distribution process is an important evaluation process in which parameters such as theory & Practical Attendance, Performance of student, teacher's assessment, Class test Marks are considered prioritely. The students are notified about parameters for their performance evaluation at the start of course.
- The Continuous Assessment in laboratory course is carried out for based on the laboratory experiments along with submission of journal.
- The marks of term work, practical and project examination are submitted online to the University.

At University Level

If any grievances are reported after submission of examination form, the student section takes care to solve the grievances. Institute appoints internal squad during examination to avoid any type of misconduct. Student section takes care of University evaluation grievances. The grievances if any are forwarded to the University for further Process. The process is as follows: The students can apply for photocopy of answer books then verification and then revaluation. The University examiners re-verify, re-assess the answer books and revised marks if any, are notified to the concerned students.

Procedure for Submission of Application for Revaluation of Answer Book(s) of Theory Paper(s):

1. A candidate can apply after receipt of photo copy (ies) of those answer book(s).
2. A candidate shall submit an application along with the requisite fees.

3. The application form has to be filled in and signed by the candidate only.
4. A candidate shall attach photo copies the mark sheet.
5. Students shall submit their application forms along with the fees to the Administrative office of the college concerned.
6. The Principal of the college shall forward all applications for revaluation, along with the fees.

Terms Relating to Revaluation of Answer Book(s) of Theory Paper(s):

1. The revaluation of the answer book(s), however, shall not be permitted in respect of scripts of Practical Examination / Term Work / Internal Assessment / and Viva-Voce, etc.
2. A candidate shall note that the result of the revaluation of his/her answer-book(s) of the theory paper(s) shall be binding.
3. The benefit of the revaluation shall be given to a candidate if the original marks and the marks obtained after revaluation exceed.

At institute Level

1. A candidate has to submit application regarding grievance to the class test incharge.
2. The class test incharge collects all the applications and submit them to the concerned subject teacher.
3. subject teachers scrutinize all the applications and obtain the conclusion.
4. After finding conclusion resolution has been made and conveyed to the students by displaying on notice board.
5. All the activities are reported to the head by the Co-ordinator.

File Description	Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Program outcomes, program specific outcomes and course outcomes for the programs offered by the institution are designed and displayed on the institution website and communicated to students and parents and other stakeholders. In following way institution have communicated outcomes.

- These outcomes have been designed by the faculty members, verified by HOD's IQAC head and approved by Principal.
- In the beginning of every academic year the programme outcomes are verbally communicated to the students by teachers and during the counselling while taking admission.
- They are also displayed on institutional web site.
- Besides this course outcomes are displayed in the lab of respective departments in the form of small visual display boards and also explained by each teacher during the introductory lectures.
- All these outcomes are explained to students in the classrooms. There are some universal learning outcomes also which are inherent in every syllabus. The students are encouraged, guided to learn and imbibe learning outcomes.
- Course outcomes as well as learning outcomes depend upon the nature of course and the subject concerned. The Programme Specific Outcomes are closely related to the content of the syllabus. They are syllabus oriented and may vary as per the subject.
- They are also percolated to students through organization and participation of cocurricular and extra-curricular activities. Every department plans and conducts all activities in light of the programme outcomes, course outcomes.
- Following are links to the Programme outcomes, Program Specific Outcomes and Course Outcomes for program and courses offered by institution.

1. Program and Course outcome -

1. B.Tech Computer Engineering
2. B.Tech Civil Engineering
3. B.Tech Electrical Engineering
4. B.Tech electronics and Telecommunication Engineering
5. B.Tech Mechanical Engineering

File Description	Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Head of department and faculties of respective department have taken good initiatives in this regard. Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) are finalised and same are displayed on web site of Institution.

There are certain ways to assess whether the programme outcomes have been achieved or not. The performance of students in university examinations and in different internal examinations is a parameter of outcome assessment.

The assessment tools and processes used for measuring the attainment of each of the Program Outcomes and Program Specific Outcomes and Course Outcomes are as mentioned below:

1. End Semester University Examination: The students of VDF Group of Institutions Latur are required to take examinations as per the semester set by the university, through which the institution measures programme outcomes based on the course attainment level fixed by the programme.

2. Internal Assessment: The Continuous Assessment constitutes weightage of the total marks in each subject. The students are given assignments which are designed in alignment with Programme Outcomes of the respective subject. Additionally, internal/class tests, viva etc. are conducted repeatedly in a semester to judge the performance of students on a regular basis.

3. Practical Assessment/ External Assessment: It is evaluated by inviting external experts appointed by the university to evaluate each student by conducting Practical examinations, and taking Viva-Voce and evaluating the practical files.

4. Industrial Visit: Being a part of interactive learning, such educational visits give students a major exposure to real working environments along with a practical perspective of a theoretical concept relevant to their domain

5. Result Analysis: At the end of each semester, result analysis of each course is carried out the percentage of students falling in different categories of CGPA obtained. This is an effective indicator in order to evaluate the level of attainment of POs, PSOs and COs as specified by the university.

6. Internships and Placements: Students are encouraged to take up internships, projects, fieldwork, etc. The Placement Cell of the college helps and polishes the students according to industry standards and provides ample opportunities for students to get placed in esteemed companies. This helps them to obtain necessary skills and practical experience in their chosen discipline.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3

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

Response: 87.81

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

2021-22	2020-21	2019-20	2018-19	2017-18
140	142	113	106	104

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

2021-22	2020-21	2019-20	2018-19	2017-18
149	147	129	125	139

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.91

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

As an Institute of Engineering, stimulating the curiosity of the students towards scientific and technical aptitude and giving them the opportunity for innovation has been the prime focus of VDF GOI given the fact that we are living in a constantly changing and evolving world. As technology advances, engineering students must be prepared and fully equipped to face the challenges of their profession, with creativity and resourcefulness. Therefore, special skills and expertise are essential while building a career in engineering and here in the VDF GOI efforts are taken to inculcate the same aptitude in the student.

As an initiative in this regard, Research and Development Cell was formed in 2019. The cell includes six members and the chairman of this cell is the Principal of the Institute. Various activities have been planned under this cell and the planning for future events has also been done.

In 2020, a guest lecture of the chairman was held on the subject “Intellectual Property Rights” for all the students as well as for the staff. In addition this, a lecture on Research Methodology was organized in 2022. As such just being the inception, the small steps are being taken to develop the habit in faculty

and students towards innovation and creation of knowledge.

Our institute is firmly aware of the fact that the knowledge is the only thing that is going to survive for unlimited period of time. So efforts are being taken to inculcate the gravity of this fact among the students by conducting various activities like projects in respective department. Students carry out innovative projects under R & D Cell.

One of the steps for developing this attitude in the students is our institute has made Industrial Visit mandatory for the students and on almost every Saturday students along with the concerned staff members visits a nearby industry to know about the latest development as well as the scenario of today's industry. This activity definitely increases the knowledge of the students regarding the latest development. They also come to know the implementation of theoretical knowledge in industrial work. The faculty also shares their views on the need and lacuna of the industry if any. As such the students are made aware of the ground reality of the industries and this in turns help them with the knowledge with which they are supposed to equip themselves.

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 7

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	1	2	2

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**Response:** 0.38**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	5	2	11

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.09**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
4	0	1	0	1

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

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

Response:

The extension activities carried out in the neighborhood community by our institute are as follows:

Blood Donation camp: Blood donation camps are organized on the occasion of birth anniversary of our beloved Shri Vilasraoji Deshmukh as well as on Shiv Jayanti. Almost all the students and staff members enthusiastically take part in this event and donate blood. This event definitely develops a feeling of responsibility in the students towards our society.

Yoga Day celebration: The ancient Indian Yoga practice has enlightened the entire world by showing the path of holistic life. To encourage the students to adopt this approach our institution always celebrates the International Yoga day. An eminent local practitioner is called to deliver the speech on Yoga as well as to teach the different poses of Yoga to the students.

Tree Plantation: In addition to this, tree plantation programme is conducted every year at different places in the city as well in college campus to maintain the ecosystem and mitigate the problem of pollution.

Women's Empowerment Programme: The women from rural background are made aware of changing scenario of women's status in all sectors. They are made aware of not only the need of taking education but also of equipping themselves with different skills by which they can stand by themselves and will become financially independent. They are made aware of the government's different schemes and how to avail the facility of those schemes by organizing different programmes. An online Seminar on **Beti Bachao Beti Padhao Abhiyan** was also conducted to spread awareness of women's education in rural areas.

Food Donation: Our institution never avoids its responsibility towards the people who are rendered

helpless by natural and other catastrophe. It is empathetic towards such and other poor and downtrodden people of the society. For such people our institution extends a helping hand by providing them not only the food but also by providing all sort of needful things.

Corona Vaccination: As a duty towards the society and nation, our institution took an initiative in providing the facility of corona vaccination for the people when there were long lines for vaccination and as such contributed in nationwide corona campaign.

Health programme: The institution has also conducted a health programmes by organizing knowledgeable speech by expert.

Cleanliness Programme: This was organized on the occasion of Sant Gadgebaba Jayanti.

These extension activities not only give the students an opportunity to help the society but also it helps them in the development of their own personality. It teaches them collaboration, team work, leadership, time management, positive relationship, empathy and above all it increases their communicative competence. Working off campus with unfamiliar people develops their self confidence, boosts their self esteem and above all it helps in making them a responsible person. It develops a sense of belongingness towards society. They learn the importance of how harmonious society is the key to happiness of all.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

As it has already been stated that to shoulder the responsibility towards society our institute takes an active part in various extension and social activities. Some of our staff have received the awards and recognition for various activities.

The awards received for the activities are as follows.

- 1. Award for organizing Blood Donation Camp:** We very enthusiastically organize blood donation camp every year, on the occasion of Birth Anniversary of Sri Vilasraoji Deshmukh Saheb as a responsibility toward the society to save the lives of those who are in need. This campaign happens on the premises of VDF GOI. Students, Faculty and Staff are invited to donate blood voluntarily. As they are aware of its importance that it helps patients suffering from life-threatening conditions they very enthusiastically donate the blood.
- 2.** Our institute has been awarded by two different Blood Banks in 2018 and in 2019. In addition to this one of our faculties namely Anil Ramrao Biradar has been awarded by different certificate for his contribution in the field life skill development of the students, future skill of the students, etc.

3. He has been awarded with the certificate by Rubicon for Organizing Life Skill Programme
4. He has also been awarded with the certificate for Future Skill Training Programme
5. Appreciation Certificate by Pentagon Space for conducting CSR Drive has also been awarded to him.
6. In addition to this, he has also been awarded by Latur Bhushan Purskar by Global Scholar Foundation Pune for his contribution as a Training and Placement officer.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 27

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	9	2	2	6

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document

3.5 Collaboration

3.5.1

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

Response: 22

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

One of the attractions of our college is, it has the state of art building, one of its kinds almost in entire Marathwada region ; an example of recent features in aesthetics in architectural Engineering. It is a thing of pride to share that the management's dream ,mission and vision reflect in the establishment of this institute in rural area, and the building itself helps in creating an ambiance of higher technical education.

Composed of six interconnected four story buildings, it has 18 classrooms with sufficient furniture , green board and Wi-Fi facility with LAN connectivity which is controlled and administered through a Data centre and Network room. 35 well equipped laboratories and One CADCentre, and 1 language lab facilitate the experiential learning of the students. The college has 320 computers all of which are connected through LAN. The college has 2 workshops adequately equipped with necessary machines, 4 Tutorial rooms and 1 Drawing hall. There is a Library with latest reference books. There is one Seminar Hall which is utilized for the co-curricular activities like Seminars, Guest lectures, Presentation, Common Meetings, and small cultural events, like celebration of different days. In addition to this, there are different administrative offices, such as Principal's office, Placement office ,Maintenance office each one. Also The availability of Xerox centre for students. Central store provides not only stationary required by the students and staff, but also sanitization material for Housekeeping. Apart from this, there is a Security room, Housekeeping session and all one cafeteria.

Our college has a big play ground on which different games such as Cricket, Volleyball, Football, Kabbadi, etc are conducted. Indoor games such as Tennis, Chess, Carom are conducted in different halls. Ample space on the terrace is utilized to practice YOGA regularly.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during

the last five years

Response: 9.54

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.92	0.77	5.06	42.02	7.27

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Teaching process coupled with an instant source of knowledge and information felicitates the intellectual growth of the students, and here comes the role of Library. The place of Library in any technical institution is incomparable. Sudden dramatic development in recent years in the field of science and technology has made imperative for the libraries to remain up-to-date with the latest advances in technology to disseminate the latest knowledge and information. Our college is also not exception to this. It has a spacious Central Library with an area of 460 Sq. meter aided with E-granthalya software. Software includes the facility of record keeping, book circulation, book acquisition, etc. Recently ILMS software has also been purchased and it will be in process soon. The numbers of books it include are 10713 with 2953 titles. This number covers the fascinating and motivation books besides different encyclopedias and competitive books. The volumes are 10713. The book bank includes 1080 books. Back volumes are 73. In addition to this, there are 30 Journal in Print forms, 591 non book material, ie. CD. The students and staff take benefit of different video for the enhancement of their knowledge. Local and English News papers help in quenching the thirst of current knowledge of the students as well as

staff.

The Library has circulation section, reference section; a new arrival display section and provides the reading facility for the 40 readers at a times. The book borrowing facility is available throughout the working day and staff is always ready to cater to the need of the students. The record of daily visitors is kept.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

- VDF GOI has Network room at the ground floor.
- It has the fiber optic network connectivity.
- It provides internet connectivity to the entire institute.
- Lease line of 100 MBPS has been purchased in 2021 from JIO.
- From 2017 to 2020, there was BSNL line of 30 MBPS
- There are 3 routers connected with 18 switches.
- There are 320 computers in all available in the institute. All are connected with internet facility.

The IT facility is under the control of Computer Engineering Department and the Network Administrator looks after all the technical assistance needed to be given to the concerned location.

Licensed software:

- Window 10 Pro
- Language Lab software: ACE Digital Language lab. It includes 1+20 console
- ERP Premium
- Antivirus software : E-scan Antivirus software : three users
- Internet security suit
- Tally Prime Silver single user

- Tally software services – silver

Configuration of computers:

- PCs I3 processor: 4GB RAM HDD550, speed 3.10GHZ
- PCs I5 Processor (10th generation)

Printers :

- Laser : 23
- Heavy duty printers: 07

- Projector: 06 Epson

Laptop 01

Distribution of computers

Computer Central Lab –I : 57 PCs

Computer Central Lab –II :50PCs

Internet Lab: 30 PCs

Language Lab :30 PCs

Electronics & Telecommunication Lab:-20

Library Department : 10

Electrical Computer Lab :-30

Hardware & Maintenance Lab: 50

- **Lease Line 110Mbps Plan:**

- TP Link Router

D-Link Switch (16port)

D-Link Switch (24 Manageable)

D-Link Switch (24 Port)

1st floor duct:

D-Link Switch (24 Port)

2nd floor : 2nd duct:

D-Link Switch (24 Port)

- Office : Principal Room : 8 port D-link Switch
- Account Department: D-link 8port switch -2
- Exam Section: D-link 5 port switch
- Library : D-link 8 port switch
- Exam control room: DG Sole Router –Wifi

- Server Room to New Poly Lab

LAN Connection

5 Port D-Link Switch

3rd floor : duct 3

16 port D-link switch

Media converter Device (Fiber to LAN Converter)

Duct -4 1st floor

Media Converter (Fiber to LAN Device)

16 Port D-link Switch

Duct 3: Connection to Civil Department

5 Port D-link Switch

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2**Student – Computer ratio (Data for the latest completed academic year)****Response:** 2.62**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 277

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 40.11**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
23.89	26.347	62.348	68.81	54.353

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 76.05

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

2021-22	2020-21	2019-20	2018-19	2017-18
592	424	325	349	383

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

1. Soft skills

2. Language and communication skills

3. Life skills (Yoga, physical fitness, health and hygiene)

4. ICT/computing skills

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

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

Response: 40.06

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

2021-22	2020-21	2019-20	2018-19	2017-18
725	210	0	157	0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document

5.2 Student Progression

5.2.1

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

Response: 62.91

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

2021-22	2020-21	2019-20	2018-19	2017-18
117	77	31	49	111

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

2021-22	2020-21	2019-20	2018-19	2017-18
140	142	113	106	111

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order (the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education. (the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

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

Response: 5.38

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	6	2	4	5

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

5.3 Student Participation and Activities**5.3.1**

Number of awards/medals for outstanding performance in sports/ cultural activities at University /

state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 1

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	0	0	0

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

5.3.2

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

Response: 6.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	0	2	6	13

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the

institution through financial and/or other support services**Response:**

VDF Group of Institution is a registered Alumni Association under the Societies Registration Act, 1860. It was formed on 08/02/2023 at The Registrar of Society, Latur Region. Registration No: Latur/0000053/2023 under Societies Registration Act 1860.

VDF and the Alumni association jointly believe in creating and maintaining association with its alumni. The Alumni Association provides an interface for establishing a link between the alumni, staff, and students of the institute. VDF GOI alumni are currently working at various positions all over the globe and proving their mettle in all spheres of management.

The Alumni Association Contribution through various means:-

1. Book Donation: Contribution by donating Books.
2. Alumni Interaction: Alumni of VDF GOI give inputs to aspiring graduates. They are invited as resource persons at various events, guest lectures and panel discussions. They provide inputs and share their experiences regarding skills, recent technologies & trends in corporate world, application of knowledge and corporate working culture.
3. Placement & Career Guidance Assistance: Alumni are working in organizations at various capacities. They keep the faculties and the placement officer abreast about the available job opportunities. They assist and guide the students to crack the interviews. They also share their experience with the students and motivate them for their career development in various domains.
4. Campus recruiters: Alumni come to campus as recruiters for their companies and also recommend and promote VDF GOI to their employers for campus placements.
5. Summer Internship Opportunities: SIP being a part of the curriculum; Alumni provide innumerable opportunities in various companies to the students.
6. Entrepreneurship Awareness: Some of our Alumni have established startups in different sectors, many of them are first generation entrepreneurs. They decided to become entrepreneurs during their academic span at VDF GOI. Through the journey as an entrepreneur they learnt various skills & knowledge. They enlighten the students with their success stories and challenges faced.
7. Alumni Meet: We at VDF GOI have a tradition of inviting alumni for Annual Alumni Meet "Convergence" in the month of February. In this meet the alumni get chance to reconnect with the Alma mater and old friends. This is the best platform for networking and sharing new trends and current happenings in the corporate world. These inputs are helpful to academicians for moulding the aspiring students.
8. Promoting Institute Events: Alumni associates with various events conducted at VDF GOI & it is one of the mega events at VDF GOI.
9. Institute Social Responsibility: Our Alumni in association with VDF GOI are engaged in conducting

social activities for the welfare of the society through Donations in the form of Books, Blankets, Chairs, Mats, Storage containers, Stationary etc.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision:

To be a leading organization devoted to technological, educational and economic development of the region by imparting high quality engineering and pharmaceutical education to all.

Mission:

To be a world-class knowledge organization committed to providing sound quality engineering and pharmaceutical education; housing miscellaneous interdisciplinary research and development activities; and an organization that is dedicated to developing an academic community that believes in innovation and life-long learning.

Core Values:

Reflecting the uniqueness of VDF Group of Institutions, the following core values are advocated: Excellence in teaching / learning: Enhance the teaching effectiveness with full participation of students in the learning process. Transparency of administration: Enhance the participation of faculty and staff in the decision-making process of the School. Quality assurance: Establish the quality assurance system of all academic activities. Unity in Diversity: Dedicate to the value of diversity among individuals and encourage individual growth through nurturance, service and fairness. Culture of Collaboration: Value the synergy that results from collaboration, which enhances the learning, discovery and engagement mission of the School's.

Quality Policy:

VDF Group of Institutions ensures that its students get state-of-the-art engineering and pharmacy education as per the rules and regulation of DBATU, Lonere and as guidelines of DTE, Mumbai and AICTE, New Delhi. The institute strives hard towards shaping the career of its students in a right perspective through a competent and research oriented teaching faculty; through a contain industry-academia interaction; and by fostering the overall development of students. We at VDF blend traditional values with modern technology and devote ourselves to the relentless pursuing of excellence in teaching education.

VDF GOI was established in the year 2010 by Hon. Vilasrao Deshmukh with a goal of imparting quality technical education to rural students. The institute is governed by the Governing Council consisting of

eminent academic and industry experts. Its meeting is convened once a year to review the progress of the institute.

Decentralization:

- The management of the institute is assisted by Principal, HoDs, Academic Dean, faculty and staff members to enhance the academic excellence.
- The Principal takes decisions in the academic frontiers in tune with the vision and mission of the institute as well as the regulations of the DBATU, Lonere
- All the departments of the Institution, Administrative office, Examination cell, Library, T & P, Sports, various committees function under the direct supervision of Principal.
- Principal conducts HoDs meetings periodically to discuss the progress and the minutes are recorded and HoDs in turn share the outcomes with faculty members and ensures the academic responsibilities.
- Subject allocation is done by the HoDs based on the expertise and willingness of the faculty.
- At department level time table is prepared by the time table coordinators, exam coordinator is responsible for internal exam.
- Co-Curricular and extra-curricular activities are delegated to the faculty members and student representatives.
- T&P cell functions with a Placement officer and coordinated by department placement coordinators.
- The office maintains the administrative and academic records of the students, faculty, staff and institution.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Governing body

- VDF GOI was established in the year 2010 by Hon. Vilasraoji Deshmukh with a goal of imparting quality technical education to rural students.
- The institute is governed by the Governing Council consisting of eminent academic and industry

experts. Its meeting is convened once a year to review the progress of the institute.

Administrative setup

- Principal is the chairperson of administrative and academic activities of the institution.

Recruitment and Promotion Policies

- The appointments and promotions of all cadres of faculty are made as per strictly as per staff service rule book.
- At the end of every year, self-assessment report filled by all faculties with HoD remark then forwarded to principal
- The faculty is assessed based on the DBATU results produced in the subjects handled by them, the feedback received from students, participation in FDPs, workshops, journal publications, self-up gradation activities and faculty's involvement and contribution in student/ department/ institution level activities.

At the institute level we have

- Training and placement cell ensures placements of maximum possible students.
- Admission committee- ensures free and transparent admissions.
- Academic Dean - prepares academic calendar and ensures all the academic activities are conducted strictly as per planning done in academic calendar.
- Examination Dean -takes care of smooth conduction of examination
- Librarian and committee-plans purchase of books.
- IQAC-established as per norms.
- Various Committees as per norms.

The Institution has plans for the development of Strategic/perspective plan

- To get NAAC accreditation.
- To get NBA accreditation.
- To get ISO certification.
- To install solar.
- To construct girl's and boy's hostel.
- To motivate all the faculty members to register Ph.D.
- To get placement with higher package.
- To encourage the faculty as well as students for NPTEL/SWAYAM courses.
- To encourage the students participating in co-curricular/extracurricular activities.
- To increase admission strength.
- To encourage students for getting university rankers.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2***Institution implements e-governance in its operations***

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies**6.3.1**

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

Response:

VDF GOI follows the UGC rules and regulations in terms of minimum qualifications for appointment of teachers and other academic Staff in college.

Teaching Staff:

Once the employee completes one year of his/her service his/her performance is assessed on the basis of Faculty Academic Performance Index (FAPI). This process not only evaluates the performance of faculty as per established norms, but also identifies potential room for improvement that can eventually help in the development of the employee. The significant features of the Faculty Academic Performance Index are as follows:

A) The performance of each faculty member is assessed through Faculty Academic Performance Index

B) Increment is based on the FAPI Proforma.

C) The faculty members are assigned various duties and responsibilities, which are mostly voluntary. The contribution in such nonacademic activities is also considered for increasing their weightage in overall assessment.

D) The FAPI proforma filled by the Faculty Member is checked and verified by self, HODs, followed by Dean, Management, IQAC and the Principal.

- 12 days of casual leave in a year apart from vacation.
- For Female faculty members a Maternity leave with continuation of service.
- Duty leaves are also provided to the staff for attending external academic activities.
- Medical leaves are also sanctioned.
- The registration for FDP is sponsored along with boarding expenses and travel expenditure for participation.
- On-duty leave/ Special Leave are granted to the faculty members who pursue Ph.D.
- Sponsorship is provided to conduct/organize guest lectures for the teaching staff.
- Facilities are provided to conduct/organize a conference/Seminar/workshop/FDP.
- Staff is felicitated in college functions for special achievement

Non-Teaching Staff:

- The Management's contribution of PF and planning for Gratuity.
- Medical leaves are sanctioned.
- Duty leaves also sanctioned.
- Staff is felicitated in college functions for special achievements.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 1.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	0	0	1

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

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

Response: 14.01

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	15	21	3	3

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

2021-22	2020-21	2019-20	2018-19	2017-18
27	27	27	27	27

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The major source of the fund of our institute is the fees collected from the students. Apart from this, the institution utilizes its infrastructure as a source of income by providing the required facility for conducting online exams like NEET, JEE and gets remuneration for conducting those exams. It also gets the benefit for running the facility of Facilitation center for admission process every year. Government gives remuneration for carrying out this activity. Institute; as such collects its fund from the above sources.

This fund is mobilized by the Principal under the guidance of Governing body. A well prepared financial plan is prepared by Principal to meet the essential needs of the staff and institute; such as, staff salary, laboratory equipment, books, sports equipment, maintenance, to purchase the material for hygienic purchase for further development of infrastructure keeping in mind the future needs. As such effort are taken to make the optimal utilization of these funds.

The process of financial planning takes place well before the beginning of every new financial year. The Principal well in advance asks all heads to submit the requirement of their department of the following year towards him. Then he prepares the budget in which provision are made for all possible expenses and

purchases for the following year. This budget is then sent to the head office for the approval of the management. Once the head office approves the budget, all the expenses throughout the year are done as per pre planned budget.

The accountant maintains the daily cash transaction summary and it is verified by the Principal time to time. Bank statement, cheque issuance record are also verified. Audited statements are considered for approving college fees by ShikshanShulkSamiti.

To keep a check on the financial transactions the institute has appointed statutory external auditors, CA AlpaMeheta, Naik Mehta & Co. Chartered Accountants Firm, Mumbai, who regularly makes audit the accounts of the University for the past several years. As the VDF School of engineering and technology is still in its developmental stage and the areas of finance handled by the College Finance Department is limited, an internal audit mechanism has not yet been put in place. Instead, the Accounts Officer and the Principal review weekly the state of the accounts and major expenditures with the Trustee, thereby having cheques and balances in place.

The external auditors audit the accounts of the College in December and March every year – in December for the period March to December, and in March for the final audit. This practice is also intended as a measure of checks and balances with a view to correct any shortcomings and to advice on proper practices.

As indicated above, the accounts of the University are regularly audited by CA AlpaMeheta, Naik Mehta & Co. Chartered Accountants Firm, Mumbai. So far, there has not been any audit objections.

The Audit Report including Income and Expenditure Statements for the years 2017-2018, 2018-2019, 2019-2020, 2020-2021, and 2021-2022 are given below against the prompt.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Having a goal to bring about a suitable change in the students by imparting knowledge is not sufficient in itself but it needs a well supported system that plays a crucial role to achieve and maintain quality in it.

VDF GOI, right from its inception has always been keen on this matter. Though the formal establishment of IQAC cell is in 2019, the institute has followed all the standard practices prescribed by AICTE and respective institutions.

IQAC cell plays very decisive role in the development and application of quality benchmarks/parameters for the various academic and administrative activities of the Colleges such as

It facilitates the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;

Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes;

Dissemination of information on the various quality parameters of higher education;

Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;

Documentation of the various programmes/activities of the College, leading to quality improvement;

Acting as a nodal agency of the college for coordinating quality-related activities, including adoption and dissemination of good practices

Development and maintenance of institutional database through MIS for the purpose of maintaining / enhancing the institutional quality;

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

From time immemorial a woman in Indian culture stands as symbol of Goddess. Though there are some ill practices found against woman in ignorant and uncultivated society but still a woman will continue to be an entity to be treated with highest respect.

As far as the concept of gender equity is concerned, it refers to the equal treatment both to men and women; equal treatment in terms of, opportunity, rights, benefits and obligations.

Our institution is also not exception to this. We at our college practice the Gender equity in every aspect. First of all women are given equal opportunity in the process of decision making. Focus is given on how to maintain the congenial atmosphere for not only the woman staff members but also for the girls students. Focus is also given on how to increase the percentage enrolment of the girl students. For this we have

- **Safety and security:** Safe and congenial campus definitely adds in the process of teaching learning process. We at our college take efforts to avoid any such incident by chance also which can become the reason of demoralization of the girls and ladies staff.
- **Mentor – mentee:** To understand the problems faced by the students a small group of a students is formed to be supported by a staff. The staff honesty looks into the matters of not only boys' problems but also of girls' problems. Special counseling is done when the students are found low spirited. This helps in building their confidence.
- **Sanitary pad vending machine**
- **Preference for girls students in admission process:** when the question of giving preference between a boy student and a girl student arises in admission process, we give preference to the girls student while counseling their parents regarding their career and progress.
- **Equal opportunity for housekeeping:**
- **Ladies awareness programme:** ladies awareness programme is conducted for increasing the awareness among women regarding their health and hygiene.

In addition to this we celebrate women's day, Independence day, Republic day, and special day with full enthusiasm.

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document

7.1.3

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

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

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

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

Response:

In our institute we are undertaking various initiatives in the form of celebration of days of eminent personality National festivals, cultural programs and other activities, such activities bringing students and teachers with various backgrounds on single platform for creating inclusive and healthy environment. An inclusive environment is one in which members feel respected by and connected to one another. VDFGOI believes in cultural diversity and cultural tolerance as a key to social harmony and has a diverse range of student body as well as employees from diverse regions. Students admitted through centralized admission process reflect Inclusiveness in the entry level and acceptance of all students from various regions, academic backgrounds, and linguistic competencies. A cosmopolitan environment has helped in each person bringing to the group a unique perspective which is influenced by his or her own unique cultural identity. The Institution follows a tolerant recruitment policy with recruitments of staff from all parts of the geography. This has resulted in making the employees cultural identity a multifaceted one. Diversity along all cultural dimensions are recognized, valued and respected.

The subject Constitution of India and Basic Human Rights is made mandatory for all U.G students across disciplines. Important outcomes of this course are to ensure students have constitutional knowledge and they understand the responsibilities of engineers.

Two important national festivals, Republic Day and Independent Day are celebrated every year in our College Campus. All teaching, non teaching staff and students participate for the cause of nation. The inspiring speeches are conducted.

Sr. No	Days Celebrated	Date
1	Savitribai Phule jayanti	3rd January
2	Chatrapati Shivaji Maharaj Jayanti	19 th Feb
3	Dr. Babasaheb Ambedkar Jayanti	14th April
4	Gandhi Jayanti	2nd October
5	Teacher's day	5th September
6	Engineer's day	15th September
7	Yoga day	21st June
8	Independence day	15th August
9	Republic day	26th January
10	Women's day	8th March
11	World environmental day	5th June

The analysis has shown that students at the institute come from different cultural background from diverse religion.

Irrespective of the state or the religion the college practices cultural inclusiveness to deepening mutual understanding and trust. Regardless of the cultural background institute focuses on developing the

students through academics, co-curricular and extracurricular activities.

Students are encouraged to provide technological solutions to hard pressing problems of rural society by undertaking meaningful project works. Such tasks build desired value systems amongst student community.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice -1

1. Title of Best Practice: "Organizing An Industrial Visit"

2. Objectives of the Practice:

Practical Application of Knowledge

Industry-Relevant Skill Development

Bridging the Gap between Academia and Industry

Exposure to Technological Advancements

Networking and Industry Connections

Motivation and Inspiration

3. The Context:

The context for these best practices is the need to integrate industry exposure and practical learning opportunities within the educational framework of higher education institutions.

4. The Practice:

Alignment with Curriculum: Ensure that industrial visits are aligned with the curriculum and learning outcomes of the respective programs.

Industry Partnerships: Establish strong partnerships with industries relevant to the programs offered by the institution.

Pre-Visit Preparation: Provide students with pre-visit material, including information about the industry, company profiles, and the objectives of the visit.

Safety and Logistics: Conduct proper risk assessments and ensure compliance with safety regulations.

5. Evidence of success:

Industry Partnerships and Collaboration: Provide evidence of successful partnerships and collaborations with industries for organizing the visits. Documentation of Memoranda of Understanding (MoUs), letters of support, or testimonies from industry professionals can demonstrate the credibility and effectiveness of the institution's efforts in establishing strong ties with relevant industries.

6. Problem Encountered:

Limited Industry Access: Difficulty in securing access to industries for visits can be a challenge.

Industries may have strict policies, security concerns, or limited availability for hosting visits.

Safety and Liability Concerns: Ensuring the safety of students during industrial visits. Industries may have safety protocols, restricted areas, or hazardous environments that pose risks to students.

7. Resources Required:

Industry Partnerships: Establishing and maintaining partnerships with industries relevant to the academic programs offered by the institution is essential.

Safety Equipment: Ensure the availability of necessary safety equipment, such as helmets, safety glasses, gloves, or protective clothing, depending on the nature of the industry and potential hazards.

Industry Expertise: Engage industry professionals who can guide and facilitate the visits, provide insights, and conduct presentations or demonstrations.

Best Practice -2

1. Title of Best Practice: "The Path to Yoga and Spiritual Mastery"

2. Objectives of the Practice:

Physical well-being

Mental and emotional balance

Spiritual growth

Self-awareness and self-discovery

3. The Context

Yoga practices can help students manage stress, anxiety, and academic pressures. By incorporating techniques like gentle asanas, breathing exercises, and mindfulness meditation, students can cultivate mental clarity, emotional resilience, and overall wellbeing.

4. The Practice:

Asanas (Physical Postures): Yoga includes a wide range of physical postures that aim to improve strength, flexibility, balance, and overall physical well-being.

Pranayama (Breathing Exercises): Pranayama involves various breathing techniques that focus on conscious breath control.

Meditation and Mindfulness: Meditation is a core component of yoga practice

Ethical Principles (Yamas and Niyamas): Yoga encompasses a set of ethical principles called the Yamas and Niyamas.

Mind-Body Connection: Yoga emphasizes the connection between the mind, body, and breath.

Self-Reflection and Self-Discovery: Yoga provides an opportunity for self-reflection and self-discovery.

5. Evidence of success:

Improved Academic Performance: Research suggests that incorporating yoga into the curriculum can lead to improved academic performance, better focus, and enhanced attention span among students.

Stress Reduction: Studies have shown that yoga interventions in educational institutions can significantly reduce stress levels among students and teachers.

Enhanced Mental Health: Yoga practices have been found to be effective in reducing symptoms of anxiety, depression, and improving overall mental well-being among students.

Improved Teacher-Student Relationships: Yoga practices that promote mindfulness and empathy have been found to enhance the quality of teacher-student relationships, leading to better communication, mutual respect, and improved student outcomes.

6. Problem Encountered:

Lack of Flexibility

Difficulty with Balance

Strain or Discomfort

Mental Distractions

Maintaining a regular yoga practice can sometimes be challenging

7. Resources Required:

Yoga Mat

Comfortable Clothing

Books and Literature

Relaxation Tools

If possible, practice yoga in natural surroundings like a park or garden. Connecting with nature can enhance your yoga experience and provide a sense of tranquility.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The institute Vilasrao Deshmukh Foundation Group of Institutions opened its doors in 2010. The management goal was to give rural students in this region, the chance to pursue higher education for their own growth and the advancement of their families. The institute organizes programmes for women's empowerment to give them the self-assurance they need to face life's challenges.

The institute has given its Program of Diversity, Inclusion, and Integration, a focus area unique to the institute's Vision, significant push and emphasis. It plays a crucial role in the institution's overall growth and development. With this in mind, our institute has its own mission statement; therefore we constantly work to operate in a special, cutting-edge, and different way from other schools. When it comes to our mission and vision, the institute always tries to include originality in the work. Many of the students at our institute come from the nearby communities. Although the majority of the students come from impoverished and rural backgrounds, they do not lack in skill, education, or humility.

There is a dedicated department responsible for both training and placement, focused on fulfilling the

industry's requirements. Their primary objective is to organize expert talks and training sessions in order to improve the placement prospects of individuals.

To learn about the health concerns, specific health-related seminars, workshops, and health check-up camps, blood donation camps have been organized. Students got the chance to actively participate in sports.

Due to the institute's admissions policy and admission cell, facility center all applicants are eligible to enroll in courses at the time of admission itself. It continues to provide financial assistance to students for registration fees for academic presentations.

For students, the institute administration took exceptional measures to deposit scholarship checks in their bank accounts in order to enable them to have access to financial resources during the Covid-19 shutdown.

Arranging practical training programmers for students.

Partnership with nearby institutions, research labs, and industry through networking and memoranda of understanding (MOU).

Encouraging students to pursue technology higher education.

The management provided the facility, furnishings, technology, and smart classrooms.

Students benefitted in Summer Internship

Papers presented in Seminars & Conferences

Papers Published in National & International Journals

Book published with ISBN No

Higher Studies

Placement

A significant growth in enrollment attests to the institution's effectiveness. The institute offers a completely student-centered learning atmosphere that encourages collaboration.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The district Latur being located away from metropolitan cities with a very few Engineering colleges, and farming being the main occupation of this region, most of the budding students find it difficult to get access to the affordable Engineering education. This gives a considerable growth opportunity for the institute to impart technical education to the students and to induce the spirit of employability and entrepreneurship among them so that they will be able to find a way to earn their livelihood. For this the institute has entered into an MOU with MIDC of Latur. This MOU will definitely help the institute to disseminate the expert knowledge to the student regarding technology and business. In addition, best practice “Campus Placements/Internships: Empowerment through Employment” empowers our students through employability, making them socially, politically and economically active citizens with human values. The institute does not limit its goal to this much only but it has a broad vision to bring about a change in the student so as to make them responsible citizen of this nation. To achieve this goal VDF GOI gives importance in inculcating nationalism in the students by teaching them Basic Human Rights and Constitution of India. VDF GOI promotes a code of professional ethics and conducts for students, teaching and non-teaching staff and the governing body to promote the core values of the college. All in all, we at VDF GOI strive to offer a harmonious and amicable environment to the students who are from poor background, where the modern facilities of today’s education are scarce. We are committed to educate the students to bring them in today technological mainstream and open the new vistas of opportunity. Having a political leader as the president, we have social commitment and we are trying to do our best for the society.

Concluding Remarks :

To conclude, VDF GOI is a step towards opening up the new vistas of opportunities to the students from the rural background, facilitating them with the state of art infrastructure and all the facilities necessary for developing not only employability skills but also the entrepreneurial spirit. One of the strengths of the institute is that the President of the institute is an imminent Political personality and has been Former Cabinet Minister of Medical Education and Cultural affairs. His contribution towards society attracts the parents and students from rural background to our institution. So, keeping in mind that we owe to society, the entire staff of the institute put in their hundred percent efforts towards all-round development of students to make them corporate job efficient. Imparting authentic knowledge, giving them the job experience by conducting practice in practical, workshops and other in extracurricular activities, along with the industrial visit, the faculty put in their effort for the utmost development of personality of the students. Institute has been in action since 2010 and it has a lot of plans for future keeping in the mind the overall growth of the students as well as the faculty members. The intention of the Management has been to be among the best institutions in the Maharashtra state in terms of imparting engineering knowledge and creating engineers from poor background who in turn will recognize their responsibility towards society and as such will be ready to contribute in the upliftment of the poor and deprived.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p>																				
3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>4</td><td>3</td><td>7</td><td>2</td><td>10</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>4</td><td>3</td><td>5</td><td>2</td><td>11</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	4	3	7	2	10	2021-22	2020-21	2019-20	2018-19	2017-18	4	3	5	2	11
2021-22	2020-21	2019-20	2018-19	2017-18																	
4	3	7	2	10																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
4	3	5	2	11																	
3.3.2	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>4</td><td>0</td><td>1</td><td>0</td><td>1</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>4</td><td>0</td><td>1</td><td>0</td><td>1</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	4	0	1	0	1	2021-22	2020-21	2019-20	2018-19	2017-18	4	0	1	0	1
2021-22	2020-21	2019-20	2018-19	2017-18																	
4	0	1	0	1																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
4	0	1	0	1																	
4.3.2	<p>Student – Computer ratio (Data for the latest completed academic year)</p> <p>4.3.2.1. Number of computers available for students usage during the latest completed academic year:</p>																				

Answer before DVV Verification : 277

Answer after DVV Verification: 277

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
117	77	31	49	111

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
117	77	31	49	111

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
148	185	96	135	174

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
140	142	113	106	111

Remark : Aligning the outgoing students with 2.6.3.1 except for the year 2017-18 where 104 (passed) is less than 111 (placed / higher education)

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
23	0	0	33	35

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
12	0	2	6	13

6.2.2	<p><i>Institution implements e-governance in its operations</i></p> <p>1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>																														
6.3.3	<p><i>Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years</i></p> <p>6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <p>6.3.3.2. Number of non-teaching staff year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>1</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>27</td><td>27</td><td>27</td><td>27</td><td>27</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18						2021-22	2020-21	2019-20	2018-19	2017-18	1	0	0	0	0	2021-22	2020-21	2019-20	2018-19	2017-18	27	27	27	27	27
2021-22	2020-21	2019-20	2018-19	2017-18																											
2021-22	2020-21	2019-20	2018-19	2017-18																											
1	0	0	0	0																											
2021-22	2020-21	2019-20	2018-19	2017-18																											
27	27	27	27	27																											
6.5.2	<p>Quality assurance initiatives of the institution include:</p> <p>1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented 2. Academic and Administrative Audit (AAA) and follow-up action taken 3. Collaborative quality initiatives with other institution(s) 4. Participation in NIRF and other recognized rankings 5. Any other quality audit/accreditation recognized by state, national or international</p>																														

	<p>agencies such as NAAC, NBA etc.</p> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: B. Any 3 of the above</p>
7.1.2	<p>The Institution has facilities and initiatives for</p> <ol style="list-style-type: none"> 1. Alternate sources of energy and energy conservation measures 2. Management of the various types of degradable and nondegradable waste 3. Water conservation 4. Green campus initiatives 5. Disabled-friendly, barrier free environment <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: A. 4 or All of the above</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above</p>

2.Extended Profile Deviations

ID	Extended Questions
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 85 Answer after DVV Verification : 66</p>