



Dr. D. Y. Patil Pratishthan's College of Engineering

Salokhenagar, Kolhapur Maharashtra 416 007

- Approved by AICTE New Delhi
 - Affiliated to Shivaji University, Kolhapur
- Website: <https://coes.dypgroup.edu.in>
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Criterion 1: Curricular Aspects

Dr. D.Y. Patil Pratishthan's College of Engineering affiliated with Shivaji University Kolhapur (SUK), a NAAC-accredited A++ university, is deeply committed to a comprehensive and well-organized approach to curriculum planning and delivery that enhances the quality of teaching and learning. The curriculum, initially designed by SUK's Board of Studies (BOS), incorporates inputs from various academic and industry experts to align with current industry demands and academic standards. Several of our faculty members actively contribute to curriculum development at SUK, participating in the BOS and curriculum review workshops, thus providing insights from both institutional and industry perspectives.

1.1 Structured Academic Planning and Curriculum Implementation

Our curriculum planning process is anchored in the SUK academic calendar and tailored to meet the unique needs of our students and faculty. This planning begins with a meeting of the Internal Quality Assurance Cell (IQAC) at the start of each academic semester, where institutional and departmental activities, co-curricular and extracurricular events, and academic goals are discussed. Additionally, each department conducts a Department Advisory Board (DAB) meeting where gaps in Program Outcome (PO) attainment, industry requirements, and academic planning are reviewed in detail. Through this, departments gain valuable insights from various stakeholders, including faculty, industry experts, and students, allowing for a robust curriculum enriched by real-world requirements and academic advancements.

The academic calendar, which is aligned with SUK's calendar, is formulated by our Dean of Academics, following inputs from departmental heads. This calendar incorporates institution-level curricular and co-curricular activities, ensuring seamless integration across departments. Each department then prepares its own calendar in line with the institutional calendar, capturing specific departmental events and activities.

1.2 Effective Allocation of Teaching Load

To optimize faculty expertise, the academic load distribution process takes into account each faculty member's specialization, experience, and subject preferences, aligning with our competency-mapping framework. This ensures that faculty members are assigned courses that maximize their strengths and areas of expertise. Subsequently, each department formulates a Master Timetable that accommodates theory and practical sessions, providing a structured and cohesive learning experience for students. This timetable serves as a roadmap for course



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coordinators to develop detailed teaching plans and laboratory schedules that align with SUK's curriculum.

1.3 Continuous Internal Evaluation and Assessment

As part of our commitment to maintaining high standards in curriculum delivery, we conduct Continuous Internal Evaluation (CIE) to monitor student performance regularly. Each course undergoes two internal unit tests per semester, as stipulated by SUK guidelines, to evaluate theoretical and practical knowledge. Our Head of Department and academic coordinator closely assess the quality of CIE question papers to ensure they align with desired learning outcomes. In addition, students complete Course Exit Surveys at the end of each semester, offering valuable insights into the effectiveness of teaching methods and curriculum relevance. This feedback aids in refining our instructional approach and curriculum delivery.

The final assessment in each semester is conducted by SUK through a semester-end examination, ensuring standardization in student evaluation. The final project work and dissertation, integral components of the seventh and eighth semesters, are evaluated by external experts, ensuring that students receive constructive feedback aligned with industry standards.

1.4 Crosscutting Issues: Integration of Ethics, Gender Equality, Human Values, and Environmental Awareness

Our institution takes a proactive approach to embedding crosscutting issues within the curriculum, addressing key themes such as professional ethics, gender equality, human values, and environmental sustainability.

- **Gender Sensitization:** Our campus environment promotes equal opportunities for male and female students alike. Our commitment to gender equity is evident in our organizational practices, such as representation of female faculty on decision-making committees and hosting activities focused on women's empowerment. We celebrate International Women's Day annually, with activities including poster presentations, debates, and guest lectures. The presence of female students, heads, and deans highlights our dedication to inclusivity.
- **Environment and Sustainability:** Environmental studies are a mandatory interdisciplinary course for all second-year students, covering renewable energy resources, ecosystem preservation, and pollution awareness. Beyond coursework, our institute conducts several initiatives, such as Swachh Bharat campaigns and plastic-free drives, to foster environmental consciousness among students and faculty. These efforts



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highlight the importance of environmental responsibility and sustainable development, shaping students' attitudes toward global ecological challenges.

- **Human Values and Professional Ethics:** Recognizing the importance of ethics and values in the engineering profession, our curriculum includes various courses such as Professional Ethics, Human Values, and Cyber Security, all designed to instill ethical considerations in technological applications. Following AICTE's guidelines, Universal Human Values is also included in the Student Induction Program, setting a strong foundation for ethical awareness among first-year students. The institute emphasizes community involvement through National Service Scheme (NSS) activities, where students engage in social service initiatives such as tree planting, Swachh Bharat campaigns, and visits to orphanages. These activities foster a sense of social responsibility and national pride, supported by daily renditions of the National Anthem and Vande Mataram on campus.

1.5 Value-Added Courses and Industry Readiness

To bridge the gap between academia and industry, our institution offers value-added courses and industrial field visits, enhancing students' technical skills and industry readiness. Field visits are mandatory and embedded within the curriculum, exposing students to practical applications of their studies and preparing them as young professionals. In the final year, project work and dissertation, which constitute a significant portion of the evaluation, are assessed by external experts, ensuring an industry-relevant, quality evaluation.

Our curriculum emphasizes developing core competencies in students by providing them with domain-specific knowledge, technical skills, and the right professional attitude. This approach aligns with our vision to become a center of excellence in higher education and an institution of choice for students, meeting both academic and professional benchmarks set by NAAC and SUK.

By continuously refining our academic planning, integrating crosscutting issues, and leveraging industry partnerships, our institution strives to deliver a holistic, relevant, and impactful educational experience that prepares students to meet global challenges. This well-documented, transparent, and structured approach to curriculum design and delivery reflects our commitment to continuous improvement and excellence in higher education.



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INDEX

Sr. No	Description	Link of Document	
1	SHIVAJI UNIVERSITY KOLHAPUR NAAC ACCREDITED	NAAC Accredited A++ with CGPA 3.52	
2	SHIVAJI UNIVERSITY KOLHAPUR SYLLABUS.	View Document	
3	SUK CALENDAR	View Document	
4	IQAC CELL (MEETING'S)	2022-23	View Document
		2021-22	View Document
		2020-21	View Document
		2019-20	View Document
		2018-19	View Document
5	INSTITUTIONAL CALENDAR	View Document	
6	DEPARTMENTAL MEETING REGISTER	View Document	
7	DEPARTMENTAL CALENDAR	View Document	
8	WORK LOAD AND TIME TABLE	WORKLOAD DISTRIBUTION & SUBJECT ALLOTMENT	View Document
		CLASS TIME TABLE 1	View Document
		CLASS TIME TABLE 2	View Document
9	LESSON PLAN	View Document	
10	IA QUESTION PAPER AND CO ATTAINMENT & MARKS LISTCOURSE EXIT SURVEY	Internal evaluation 1	View Document
		Internal evaluation 2	View Document
		Internal Time Table	View Document