



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

CSMSS CHH. SHAHU COLLEGE OF ENGINEERING

**KANCHANWADI, PAITHAN ROAD, AURANGABAD, MAHARASHTRA 431002
431002**

<https://www.csmssengg.org>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

CSMSS Chh. Shahu College of Engineering (CSMSS CSCOE) Kanchanwadi, Chhatrapati Sambhajnagar (Aurangabad), established in 2013 by Chhatrapati Shahu Maharaj Shikshan Santha (CSMSS). CSMSS CSCOE is a self-financing institution approved by All India Council for Technical Education (AICTE), New Delhi and affiliated to Dr. Babasaheb Ambedkar Technological University (DBATU) Lonere, Raigad, Maharashtra.

Institute offers eight undergraduate programs: Civil Engineering, Computer Science & Engineering, Electronics & Computer Engineering, Electrical Engineering, Mechanical Engineering, Artificial Intelligence & Data science, Electronics Engineering (VLSI Design and Technology), and Electronics and Communication Engineering (Advanced Communication Technology) with total intake of 540 for undergraduate programs and six Post graduate programs: Computer Science & Engineering, Electronics & Telecommunication Engineering, Automation and Robotics, Civil Engineering (CASE), Electronics Engineering (VLSI Design and Technology) and Electronics and Communication Engineering (Advanced Communication Technology) with intake 12 students to each program.

The Institute has infrastructure of built up area of 14892.1 Sq.Mts., separate hostels for 200 girls and 100 boys. Academic blocks consists of 26 classrooms, state-of-the-art laboratories, computer centers, staff rooms and seminar halls. Each department has its own computing facilities with LAN, Wi-Fi, and required software.

An auditorium of capacity of 550 people, canteen, hospital, medical and general stores, post office, ATM, and guest house, STP plant are on the premises. Students are provided with facilities of indoor games with fully-equipped gym, outdoor sports with playgrounds and equipments. Round the clock Security Guards and CCTV surveillance is available.

The library operates with Integrated Library Management System (ILMS), Online Public Access Catalogue (OPAC) and e-granthalaya 3.0 software for automation. It covers an area of 569 Sq/Meters has air conditioned reading hall of 200 capacity, a stockpile of 2934 titles, 21272 volumes. Digital Library provides access to 21295 e-Books, 12186 e-Journals. The institute is a member of DELNET, NDL and K-HUB to access e-books and journals.

The institute's strengths lie in its support systems, including a student counseling system, training and placement cell, department associations, an active NSS unit, a Wi-Fi-enabled campus, and rooftop solar panels connected to the grid.

Our institute's motto covers students' welfare, academic growth, placement opportunities, and overall personality development.

Vision

To be an institution of repute through multidisciplinary educational approach to develop the next generation competent technocrats (engineering professionals) for industry and society.

Mission

M1: Developing student centric educational practices for curriculum delivery and assessment.

M2: Imparting entrepreneurial and employability skills among students through value-based and skill-based training in collaboration with industry and academia.

M3: Inculcating social and professional values among students through awareness and outreach activities.

M4: Providing an environment for innovation and research through various interdisciplinary activities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The state-of-the-art, infrastructure, laboratories, Wi-Fi facility in campus
2. Well-arranged library, reading hall, subscription of E-Journals, E-Books and NPTEL courses.
3. Green and pollution free environment.
4. Institution is ISO 9001:21000 certified since year 2021.
5. Conducting tutorials and imparting additional topics beyond syllabus to sharpen the skills.
6. Student counseling and support by teacher guardian scheme.
7. Management and workforce dedicated to the welfare of students.
8. Membership with professional societies like ISTE, IEI, IEEE, IETE, SAE INDIA, etc.
9. Memorandum of Understandings (MOUs) with industries to help students for internships, industrial visits and live projects interaction for betterment of academics and employability.
10. Good percentage of retention of faculty due to staff support services and incentives.
11. Conducting social service activities, cultural programs and sports competitions.
12. Separate hostels facility for boys and girls.
13. Dedicated communication and soft skills development training cell.
14. Medical facility is available in campus.
15. Conducting parents' meet and alumni meet to exchange information and their feedback.
16. Excellent academic performance in university examinations every year.

17. Proactive training and placement cell. Consistently above 60% campus placements.

18. Twenty six faculty are PhD / NET-SET qualified.

19. Excellent alumni network and working Alumni Association.

Institutional Weakness

1. Restricted scope in academic freedom and curriculum revision due to non-autonomous status.

2. Interdisciplinary research to be enhanced.

3. Less percentage of students pursuing higher studies.

4. International collaborations with foreign universities.

5. To fine-tune rural background students and improve soft skills and communication skills of students to avail employment opportunities.

Institutional Opportunity

1. Opportunity for more students employment.

2. Scope for enriching the academic training in GATE, TOEFL, GRE, IELTS, and business english is very high.

3. Scope for motivating young faculty members towards interdisciplinary and multidisciplinary research and academic excellence.

4. To establish a full-fledged research center.

5. To increase numbers of PhD qualified faculty.

6. Encourage students for higher studies and competitive examinations.

7. Collaboration with foreign universities and institutions.

8. To become an autonomous institute.

9. To achieve National Institutional Ranking Framework (NIRF) ranking.

Institutional Challenge

1. Training the students with rural background in professional etiquette, communication skills.
2. To increase the Intellectual Property Rights (IPR) projects and activities.
3. Finding consultancy assignments from industry live problems.
4. More placements in international companies.
5. Student progression to higher education.
6. Developing more numbers of Entrepreneurs.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- The institute is affiliated to Dr. Babasaheb Ambedkar Technological University Lonere Raigad Maharashtra. The institution ensures effective curriculum delivery and semester wise documented process in alignment with the calendar given by the university. Institute and Department Academic Committee (DAC) holds meetings and develops strategies for effective implementation of the curriculum through the lesson plan and teaching schedule in regular intervals.
- College follows the concept of Outcome Based Education (OBE). Subjects are allotted to teachers based on their specialization and experience. In addition to courses in the curriculum, different activities are planned to focus on the socio-cultural issues. Students are encouraged to take part in internships. Students and faculty members are encouraged to present their research papers in various national and international conferences and publish them in journals.
- Workshops, Seminars and Faculty Development Programmes were organized to enhance the knowledge of faculty members.
- Conventional teaching practice of blackboard along with LCD, PPT, and NPTEL course materials for better comprehension of subjects. Furthermore, faculty members are advised to employ instructive innovations through presentations, group discussions, brainstorming sessions, workshops, seminars and industry visits.
- Feedback from students is collected at the end of every semester regarding the performance of teachers and used for academic progress. Students are encouraged to participate in various symposiums, workshops, seminars to improve their skills.
- Students are encouraged to enroll for relevant certificate courses to reinforce their placement opportunities.
- Mandatory additional courses like Environmental Science, Basic human rights, Human Values, constitution of India, communication skill and Professional Ethics are imparted to students as per university curriculum.
- Choice Based Credit System (CBCS). Choice based credit system and credit based semester system as indicated by University Grants Commission and curriculum course structure as suggested by AICTE is followed. All the programs offer elective courses and CBCS.
- Feedback from faculty members, parents and alumni is collected and utilized for overall development of personality of students and for subsequent year planning for better performance of the students.
- In line with the vision and mission of the institution as well as needs of the community and nation, concepts of academic ethics are instilled in the minds of students.

Teaching-learning and Evaluation

- Institute adopts innovative methods such as Social Projects, Seminars, Summer Training, Video lectures, Computer Program contest and Industrial visits.
- Admissions are done through Maharashtra Common Entrance Test (MHCET)/Joint Entrance Examination (JEE) for UG and Graduate Aptitude Test in Engineering (GATE)/sponsorship for PG as per Government norms.
- Faculty–student ratio is maintained as per AICTE, New Delhi.
- Faculty draft the teaching schedules as per DAC guidelines and academic calendar prescribed by university for each semester. Faculty maintain course file comprising copy of syllabus, course objectives, outcomes, notes, question papers, answers and assignments.
- Chalk and Talk, PPTs, National Programme on Technology Enhanced Learning (NPTEL) Videos, seminars, workshops, presentations, quizzes, group discussions, debates and Information and Communication Technology (ICT) resources are used as instructional methods.
- Learning strategies applied are self-directed learning, co-operative learning, role playing, peer education and parent involvement.
- Wi-Fi access is provided for all to access DELNET, NDL, NPTEL video lectures, e-journals and e-books.
- Students' centric methods are adopted by providing counseling, training for placement and soft skills. Guest lectures, field visits, internships and industrial tours are organized to acquire hands-on experience. Lecture notes and assignments are provided through the college website.
- Bright students are facilitated with practice sessions on GATE and competitive examinations.
- Slow learners are helped by identifying the area of their weakness and by imparting subject knowledge through remedial, revision and bridge classes held after class work schedule.
- Mentors are allocated to monitor students' progress and behavior in class rooms.
- Faculty members plans various activities like quiz, debate and seminar to improve the students' interest on the subject.
- Financial assistance is provided to faculty who improve their qualifications and attend workshops, seminars, conferences and publish papers in recognized journals.
- Transparent mechanism is adopted for conducting examinations and evaluation process. Internal evaluation is done as per the guidelines of DBATU. Each semester includes two continuous assessments (10 marks each) and a mid-semester exam (20 marks). Grievances will be addressed by the respective course faculty member.
- The process of students' progressive evaluation is transparent and available on department notice board which can be accessed by the students easily.

Research, Innovations and Extension

- Research and Development Cell is formed to encourage innovation and to harmonize the research activities in the institute. The faculty members are encouraged to complete their Ph.D. by providing on duty leave facility. The college has subscription to e-Journals. The budget allocation is done to facilitate research activities, thus the institute provides resources for the propagation of innovative ideas.
- The institute supports publication of research papers in peer reviewed journals, UGC approved journals and conference proceedings. Financial support and rewards are offered to faculty members who present paper in reputed national and international conferences and to those who publish papers in national and international Journals. "DrillBit plagiarisam detection software" is provided in library for the authors of

research papers and conferences.

- Faculty members are encouraged to take up major and minor research projects sponsored by the funding agencies such as the university, UGC, DST and AICTE.
- As a part of Institute-Industry Interaction, the institute has functional MOUs and collaborations with industries. Consequently, students go for internship and also work on mini projects in various industries to enhance their practical experience. Guest lectures, workshops, technical seminars, conferences and training sessions are organized on regular basis to develop awareness and to corroborate research oriented approach of learning in students.
- Students and faculty members gain hands-on experience in their specialization through industrial and site visits.
- Research policies are also framed to motivate faculty members for research, innovation and consultancy activities.

Extension Activities:

- The National Service Scheme (NSS) wing of the institute organizes extension activities to instill a sense of social responsibility in students. These activities include blood donation camps, cleaning drives, health awareness camps for villagers, and educating school children.
- Additionally, tree plantation and educational activities are conducted in various villages.

Infrastructure and Learning Resources

- The institute allocates adequate budget for providing and maintaining infrastructure, laboratories with learning resources like ICT and class rooms. Students are well supported by good academic ambience and basic amenities.
- Academic blocks with state-of-the-art laboratories, workshops, standby 125 KVA generators, separate hostel facilities for 200 girls and 100 boys students, and guest house are some of the infrastructural facilities available on campus.
- The institute possesses domain centric laboratories as prescribed by university. Students are helped to acquire English language communication skills through platform of language lab having Globarena software.
- Equipped with photocopier, Central library maintains all the books and journals as per AICTE norms. Teachers and students can have Digital access of all resources.
- Institute provides best of facilities and extensive infrastructure for Sports and Games activities through indoor games facilities, gymnasium, open playgrounds for outdoor games, and the guidance from qualified Physical Director. Students are encouraged to participate in college level and university competitions.
- To build competency among students, departments organizes technical and non-technical events as part of association Activities.
- The institute ensures adequate ICT facilities and maintains the appropriate student-to-computer ratio as per standards to support effective teaching and learning. Out of total 662 computer systems, 534 are designated exclusively for student learning, all interconnected through LAN with internet access.
- The entire campus including departments, staff rooms, library and offices are Wi-Fi enabled. Online tests and classes can be conducted for students to enhance their skills in CRT classes.
- Course content available in NPTEL (National Programme on Technology Enhanced Learning) an initiative by IITs and IISc, which is also recognized virtual lab remote center for IIT BOMBAY.

- A maintenance team supervised by Manager monitors the maintenance of classrooms, library, laboratories and playgrounds. The institute has 54 KW roof top, grid connected solar power plant.
- RO mineral water plant with discharge capacity of 4000 litres per day is also made available to cater to the needs of entire campus. College buildings are covered with fire safety arrangement.
- Effectively planned procedures are executed for maintenance and utilization of infrastructure pertaining to academic, co-curricular, extra-curricular activities and other basic amenities.

Student Support and Progression

- Institute provides required guidance and organize activities through different cells essential for meaningful experiences, accomplishment in academics, and success in career.
- Bridge courses and value added courses are arranged in relevant areas.
- An Induction program is organized for first-year BTech students to involve them in academic, co-curricular, and extracurricular activities.
- The www.csmssengg.org portal is utilized by students, parents, and staff to stay updated on the latest college events.
- Each faculty mentor is assigned 20 to 30 students to assist them in achieving their goals and to evaluate their progress.
- Students' performance in examinations is evaluated followed by remedial actions.
- Research and Development cell, Career Development cell, Placement cell, Soft skills Training cell, Student Grievance cell, Industry Institution Interaction cell are established to support students.
- Causes for low attainment are recognized and consequent remedial measures are applied for improvement. These provisions facilitate vertical movement of students up the ladder from lower level of education to the next higher level or employment.
- Well maintained Training and Placement cell arranges soft skills training programmes to improve performance in prerequisite skills for employment such as resume preparation, group discussions and Mock interviews. Many Students opt for higher education in India and abroad, entrepreneurship and employment.
- Through professional bodies like SAE, IEL, IETE, ISTE and IEEE students are involved in paper presentation, technical quiz, poster presentation, coding competitions, seminars, workshops etc for the improvement of their competencies. The Women Empowerment Cell, Grievance Redressal Cell and the Anti-ragging Committee of the institute help in maintaining a harmonious environment on campus. The institute has functioning women grievance cell who submit report to office of Commissioner of Police Aurangabad at regular interval.
- Through NSS activities, students acquire social responsibility, skills and competencies for overall

development. Students take part in social, cultural activities, games and sports events and are encouraged to participate in inter-collegiate, district, university, and state level competitions.

- Alumni Association contributes through financial and non-financial resources for academic matters. Guest lectures are arranged to understand latest technical information and competition in job market. Alumni entrepreneur members offer project assistance, internships and training programs for students.

Governance, Leadership and Management

- Through e-governance and leadership, the Management is committed to create socially responsible and ethically conscious and competent engineers. Through involvement of stakeholders, an environment of quality learning is facilitated conforming to values, vision and mission of the institute.
- Clubs, committees and associations are constituted for the academic and holistic growth of the students. They implement the resolutions taken in their meetings and also by the governing body for better functioning of the institute.
- All stakeholders involve in professional development programs like conferences, Faculty Development Programs (FDPs), student development activities.
- Trainings in specialized areas are provided with required financial assistance to faculty members to teach more effectively on emerging trends and technologies. Through performance appraisal system, the administration pursues continuous professional advancement of the faculty members. Service rules and welfare schemes for staff including promotion system are meticulously followed.
- The Institute organizes Seminars, Workshops for the overall development of students and to infuse leadership qualities among students and staff.
- Based on the Vision and Mission of the institute and inputs from various stakeholders, the Quality Policy is drafted. The decentralized structure set up at the institute provides opportunity to second level employees for leadership, for building the organizational culture and for growth of organization. They are involved to have autonomy in academic and administrative decisions and to carry out the mantle with ease in the times of need.
- Institute executes a transparent streamlined process for optimal utilization of financial resources for infrastructure and human resources. Financial audits are conducted to ensure transparency in financial management. The administration and academia work in synergy for smooth and effective governance.
- Internal Quality Assurance Cell (IQAC) supervises the quality of the institution in academic, non-academic and administrative functions which fulfil Vision, Mission and Quality policy of the institution. The IQAC ensures that quality is initiated, promoted and sustained in every activity. It implements all methodically prepared strategies for enhancement of professional skills of the faculty members and students.
- Quality enhancement strategies like participation in Orientation Programs, Seminars, Refresher Courses, Faculty Development Programs, Paper Presentations in Conferences, encouraging Research etc. are implemented for faculty development.

Institutional Values and Best Practices

- Setting standards and attaining excellence by involving all stakeholders actively in the teaching and learning process is the factor that is implemented strictly at the institute.
- With skill-based training to students, the institute assures to inculcate values and best practicing methods among students.

- To contribute for environment sustainability, solid wastes are collected daily and dumped to decompose. The manure thus formed is used for gardening. Widespread plantation is done under "Azadi ka Amrut Mahostav" programme, a government initiative.
- Rain water harvesting is done to help recharge groundwater and avoid water crisis. Waste water from each block is recycled and diverted towards gardens.
- Plastic free environment is maintained on the campus. The e-waste generated is given to the authorized dealers who purchase the scrap and reuse the useful components.
- Apart from this, the electronic and electrical instruments under repair are given to the students during the lab sessions to dismantle and reassemble for application oriented learning.
- Special facilities are provided on campus for divyangans (physically challenged), including ramps, lifts, wheelchairs, exclusive washrooms and restrooms, and a coordinator to assist them as needed.
- Programmes like WOW (Women of Worth) are organized on 'Gender Equity' and on 'Women Empowerment' to infuse the value of respect for women in society and to instil the value of nondiscriminatory behaviour. Presence of more girls in our institute indicates the healthy environment for female in the college.
- Social and health awareness programs are organized for the development of local community and to infuse the value of social responsibility among the students. Activities such as blood donation camps, plantation, cleaning, visiting orphanages, personal and community hygiene awareness programs etc. are organized under the guidance of NSS and departmental associations.
- Traditional festivals in addition to Teachers' day, Women's day, Yoga day and Engineers' day are celebrated in the campus for the promotion of universal values.
- Women's Grievance Cell and Internals Compliant Committee (ICC) resolve the grievances of the female students.
- The institute played important role in awareness, vaccination and sanitisation process in COVID-19 pandemic.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	CSMSS CHH. SHAHU COLLEGE OF ENGINEERING
Address	Kanchanwadi, Paithan Road, Aurangabad, Maharashtra 431002
City	Aurangabad
State	Maharashtra
Pin	431002
Website	https://www.csmssengg.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	ULHAS BHANUDASRAO SHINDE	0240-2646371	9422201795	0240-2646371	hodadmin@csmssengg.org
IQAC / CIQA coordinator	RAMCHANDRA PRABHAKAR CHOPADE	0240-2646345	9960702085	0240-2646371	iqac@csmssengg.org

Status of the Institution	
Institution Status	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	15-05-2023	12	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	Kanchanwadi, Paithan Road, Aurangabad, Maharashtra 431002	Urban	4	14892.1

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,Artificial Intelligence And Data Science,Artificial Intelligence And Data Science	48	HSC SCIENCE	English	69	69
UG	BTech,Civil Engineering, Civil Engineering	48	HSC SCIENCE	English	60	54
UG	BTech,Computer Science And Engineering,Computer Science And Engineering	48	HSC SCIENCE	English	137	137
UG	BTech,Electrical Engineering,Electrical Engineering	48	HSC SCIENCE	English	69	69
UG	BTech,Electronics And Computer Engineering,Electronics And Computer Engineering	48	HSC SCIENCE	English	69	69
UG	BTech,Electronics Engineering Vlsi Design And Technology,Electronics Engineering VLSI Design	48	HSC SCIENCE	English	66	66

	And Technology					
UG	BTech,Electronics And Communication Advanced Communication Technology, Electronics And Communication Advanced Communication Technology	48	HSC SCIENCE	English	67	67
UG	BTech,Mechanical Engineering, Mechanical Engineering	48	HSC SCIENCE	English	60	60
PG	Mtech,Civil Engineering, Civil Engineering Computer Aided Structural Engg	24	BE OR BTECH	English	12	12
PG	Mtech,Computer Science And Engineering, Computer Science And Engineering	24	BE OR BTECH	English	12	12
PG	Mtech,Electronics And Computer Engineering, Electronics And Telecommunication Engineering	24	BE OR BTECH	English	12	4
PG	Mtech,Electronics	24	BE OR BTECH	English	12	2

	Engineering Vlsi Design And Technology, Electronics And Communication VLSI Design					
PG	Mtech, Electronics And Communication Advanced Communication Technology, Electronics And Communication Advanced Communication Technology	24	BE OR BTECH	English	12	3
PG	Mtech, Mechanical Engineering, Automation And Robotics	24	BE OR BTECH	English	12	7

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	7				23				86			
Recruited	7	0	0	7	19	4	0	23	65	21	0	86
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				34
Recruited	22	12	0	34
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				36
Recruited	35	1	0	36
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	7	0	0	15	3	0	5	3	0	33
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	64	19	0	83
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		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	1395	0	0	0	1395
	Female	740	1	0	0	741
	Others	0	0	0	0	0
PG	Male	23	1	0	0	24
	Female	16	0	0	0	16
	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	148	153	125	99
	Female	95	97	83	72
	Others	0	0	0	0
ST	Male	5	5	4	3
	Female	1	2	1	0
	Others	0	0	0	0
OBC	Male	271	235	202	196
	Female	118	97	72	58
	Others	0	0	0	0
General	Male	770	702	704	644
	Female	359	286	229	217
	Others	0	0	0	0
Others	Male	226	242	230	198
	Female	97	102	89	99
	Others	0	0	0	0
Total		2090	1921	1739	1586

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>CSMSS CSCOE is adhering to National Education Policy-2020 with institute vision and mission to provide the quality technical education to develop good human resources. Awareness in the faculty members is initiated on requirements of NEP like choice based curriculum, multiple entry and exit of students, technological improvements in teaching and learning, innovative and critical thinking. In NEP the course structure for academic programs may be redesigned and include multidisciplinary and interdisciplinary courses as electives, open electives. Faculty members are also encouraged to attend NEP related workshops and seminars and take part in NEP related work in the university. Interdisciplinary and</p>
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multidisciplinary approaches is developing in students through projects and activities. As a part of NEP awareness institute regularly conducting expert talks from various subjects in STEM. First and second year students learn the subjects of basic Sciences, and Mathematics. Institute adopted the Process of Engineering Exploration from first year in order to understand the concept of interdisciplinary approach. The institute is affiliated to Dr Babasaheb Ambedkar Technological University Lonere. The curriculum of the university offered wide choices for interdisciplinary courses. Students are opting as per their choices. The university curriculum include the subjects like Consumer Behavior, Business Communication, Basic Human Rights, Energy and Environment Engineering, these courses correlate with Community Engagement and environmental education. Students developing the projects helpful to community services like agricultural applications, and other needs. Through NSS, institute organizes social responsibility, local community engagement activities, As per instructions from affiliated University, multiple entry and exit schemes will be implemented from academic year 2024-25. institute constantly trying to achieve excellence in research by doing collaborative interdisciplinary projects. For example, students developed multidisciplinary research projects like Vegetable Transplanter, Onion Harvester in collaboration with SAE TIFAN. Currently students are also working on application of drone in agricultural applications. Induction/orientation programs are being conducted on multidisciplinary perspectives in the area of engineering, management, environment, values and society. institute promotes faculty members and students to solve interdisciplinary project objectives like establishing SAE TIFAN Lab, Center of Excellence in electric vehicle. The institute developing in other areas through MOU with other institutes/ industries.

2. Academic bank of credits (ABC):

As an initiative proposed in NEP 2020 and then the AICTE and the University CSMSS CSCOE also started the work on the same cause. All students registered with Academic Bank of Credits (ABC) and submitted their ABC ID to University. Whenever students applied for Credit Transfer through ABC ID, Credit transfer will be done through Dr Babasaheb

Ambedkar Technological University Lonere. Institute having MOU with Educare in order to establish collaboration with National Technological University, Taiwan. The faculty members consistently promote to write and publish the books/ book chapters. Faculty members have contributed through writing Text Books and book chapters in engineering. For the courses, faculty members are doing selection of reading material, preparing assignments and assessments material by their own. Then it is distributed to students in teaching learning process. Institute conducts sessions at first year induction program about Academic Bank of Credits to create awareness. After the awareness sessions, students create and submit their respective ABC ID to the department office. Special help desk for newly admitted students are working to solve any difficulty regarding ABC ID generation and continue till the last student generate ABC ID.

3. Skill development:

NEP 2020 expects integration of vocational education in all institutions throughout school and higher education and calls for development of graduate attributes into undergraduate and post graduate education. Aligning to the proposal of NEP 2020, the Institute has made efforts in providing rich learning experiences to develop graduate attributes and improve the employability skills of the students. Institute offering training to students under PMKVY (Pradhan Mantri Koushalya Vikas Yojana), and District Skill Development, Employment and Entrepreneurship guidance centre, the course content is aligned with NSQF syllabus. This will help to enhance the employability of our graduates as per the current human resources requirements of the industry. To prepare for given values like truth, righteous conduct, peace, love, nonviolence, temper, citizenship values, etc, all faculty members completed Universal Human Value course. Institute conducts Universal Human Values sessions to First Year students at the time of Induction Program. For higher classes the course is taken up as value added course. It is made mandatory to all students to take a course once in his/her degree period. As per affiliated University instructions faculty of the institute design and submit the course structure and syllabus for required vocational/ optional course. CSMSS CSCOE adopts the mechanism to nominate faculty

members to undergo internship in industry for minimum of one month in the semester vacation. Also to overcome the Industry Academia gap, Also expert talk/ specific training programs for students are conducted. Institute having collaboration with ASDC (Automotive Skill Development Council) to provide skill based training and certification for electric vehicle courses. Also the courses are open for all other students from society. Our institution is having Plan to train students with respect to Courses like Prompt Engineering, Regenerative A.I. to prepare students to convert as Skilled Workforce. Institute have full-fledged facility for students hands on skill developments like SAE laboratory where students works for developing the vehicle parts and manufacturing as per design, testing for intended purpose. Students are also participate in the competitions like University Avishkar, KPIT Sparkle, E-Yantra, etc. Through these competitions students develop their skill of design, fabrication and testing the products by their own. Students are provided with the opportunity to participate in various activities such as Seminar presentation which help in developing presentation skills and communication skills, whereas, the activity of writing term papers help in enhancing their analytical skills and academic writing. Students are engaged in various curricular and co-curricular activities which helps in developing skills of problem solving, creative thinking, socio-emotional skills, and leadership, multi-tasking and managing timeline.

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

To accomplish India's future objective about education, health, and environment, the institute is following the Indian culture, heritage and imparting technical education combining with the knowledge from ancient and modern India. The students from various culture in state are taking education in Institute. They are having diversified background, culture and communication languages. Hence while conducting the classes in English, sometimes students expect to explain course content in their mother language or national language. So faculty members explains course content in National /mother language whenever required. Institute conducted Introduction to Indian Knowledge Systems Course to First Year Students. Through Indian Knowledge Systems Cell, we conduct various activities regarding Indian

	<p>Heritage Culture Events, Visiting to Ancient Heritage locations, Architectural Buildings, Promotion of Indian Practices through Celebrating days that remind us the culture. As per NEP guidelines, institute faculty members developing to teach in mother tongue wherever necessary in order to teach the complex concepts to Students. Faculty memberships elaborate the concepts with examples in the Regional Language. From the recent semester we are planning to start bilingual Question paper during class assessment for better understanding of questions to the students. institution promotes usage of book in Local or Regional language. Institute adopts the policy to teach the students in regional language for better understanding of tougher Subjects. From next year as per university guidelines we are planning to start the courses in regional language. In Library, separate book space is allocated for Indian Knowledge Systems. These books includes the books of Indian languages, Ancient heritages, Traditional music and culture. Through the activities in Indian Knowledge systems Cell, students developed model with respect to Ancient Temples, monuments, Forts. Also to promote students IKS cell conduct competition about Indian arts. Students motivated to promote Indian Traditional arts with help of poster Making Competition, traditional dress competitions, traditional dance competition. We are conducting sessions of Indian Knowledge Systems from First Year Students. We are planning to start courses in local language for better understanding to students. We are abide to impart technical knowledge in combination with the traditional Indian knowledge culture and values.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institute offers eight programs at UG level and six programs at PG level. The curriculum and activities of these programmes are structured on the basis of outcome based education. The skills and knowledge that students will acquire at the end of their programme will have specific decided outcomes. Institute emphasis on the proper teaching learning process, evaluation. Theoretical teaching for understanding how and why things are done/working. Practical teaching emphasizing on how to do the things and thinking power emphasizing on how to apply knowledge for specific application. All these programmess are designed to help students to</p>

	<p>demonstrate their learning in terms of knowledge, understanding, skills, attitudes, and values. All the programmes have well defined course outcomes, programme outcome, programme specific outcomes, and program educational objectives (COs, POs, PSOs and PEOs). The students of these programmes are taught and assessed based on OBE requirement. Overall, the teaching-learning process in the institute is designed and developed around the thought of outcome-based education. The institute aims to prepare such researchers or train policymakers and educational leaders that can bring changes at the grass-root level. The CSMSS CSCOE provides various experiential learning practices like practicals, internships, projects, industrial visits, etc. which encourages the students to focus on practical idea generation, innovation, and converting ideas for the benefits to the society. A separate lab (Engineering exploration lab) is provided for the students to explore themselves for problem solving and project based learning. Apart from domain specific skills students are made aware of social responsibility and values. Institute also develop the entrepreneurial skills and soft skills in students so that they shall proactively contribute to the economic development, environmental and social well-being of the nation and society.</p>
6. Distance education/online education:	<p>Since inception, CSMSS CSCOE has promoted the usage of ICT enabled tools in the teaching learning process, as suggested in NEP as well. As a result, most of the classrooms are ICT enabled with smart boards, overhead projectors and wi-fi connectivity. During COVID period CSMSS CSCOE has provided online learning to students including online assessment. Faculty members are regularly providing various learning resources online such as course study material, recorded videos, YouTube links, assignments etc. Our Institution provided smart board, Overhead Projectors to each and every department to teach with help of Technological Tools. Faculty members using Zoom Platform, Gate Tutor Software to teach and assessment of students in Blended learning. Students are also responding to those very well. Learning online courses through the platforms like Coursera, NPTEL etc. are adopted by the faculty members and students to enhance their knowledge in various subjects and software</p>

	<p>languages. Infosys Spring Board, Coding Ninjas, Great Learning, Hacker Rank, Code Tantra Platforms are provided to students in order to upgrade their skills in view of implementation of NEP 2020. Faculty members are encouraged to attend Malaviya Mission Training Program on NEP 2020. The institute is well equipped with all the facilities for online teaching and learning. These facilities include desktops, laptops, smart boards, projectors, LAN and Wi-Fi internet connectivity, digital tools, and online library access. The faculty members efficiently exercises regularly various digital tools and apps for the online and blended learning mode. CSMSS CSCOE has adopted online platform for meetings, UG and PG level Examinations, project review Sessions, online expert talk, various workshops, etc.</p>
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Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The College has established Electoral Literacy Club (ELC) and actively working in coordination with Students coordinators and Faculty Coordinator.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The club members are actively conducting various activity related to electoral literacy like poster competition, essay completions, Voter awareness drives inside the campus and in nearby society of the college and in surrounding areas.</p>
<p>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.</p>	<p>The ELC club members have conducted voter awareness drive in nearby high schools, where students are of their age around 18 years. The visits are arranged to junior colleges and polytechnic colleges. Student Coordinator's explained the importance of voter registration and how in this way it is helpful to the nation. Students and Faculty coordinators participated actively in electoral registration campaign and around 800 new electoral registrations is completed in and around campus special appreciation is received from Hon District Collector Aurangabad for this activity.</p>
<p>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</p>	<p>Promotional activity regarding Election awareness Ethics and Duty, The ELC club prepared one reels about Voters awareness and it is appreciated by District Collector of Aurangabad. The reels about</p>

<p>advancing democratic values and participation in electoral processes, etc.</p>	<p>voter Registration and its awareness got prize from Government of Maharashtra. The reels are disseminated through Social media in the society. The survey and awareness drive are conducted in nearby areas and college adopted village.</p>
<p>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.</p>	<p>Students and Faculty coordinators participated actively in electoral registration campaign and around 800 new electoral registrations is completed in and around campus. With help of ELC club, our Institution promoted “Mera Pehla Vote Desh ke liye” oath taking event and registered in Portal. The institute widespread the electoral literacy and awareness on regular basis.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2090	1921	1739	1586	1612

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: 153

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

2022-23	2021-22	2020-21	2019-20	2018-19
111	94	97	100	105

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
501.23	196.88	211.51	276.56	337.37

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 CSMSS Chh. Shahu College of Engineering (CSMSS CSCOE) is affiliated to Dr. Babasaheb Ambedkar Technological University (DBATU), Lonere, has developed and deployed following process for effective delivery of curriculum.

The academic calendar with date of commencement of the academic session, the duration of the semester, practical exam schedule and final semester examinations which is provided by the DBATU is taken as a base for preparing an institute curriculum delivery plan.

A well-structured academic calendar in line with the DBATU academic calendar is prepared by the Internal Quality Assurance Cell (IQAC). To enrich the curriculum the action plan and event calendar for conducting co-curricular and extra-curricular activities is also prepared in line of academic calendar. The adherence to the calendars is monitored by IQAC.

The Head of the Department allocates the courses to the faculty members based on expertise and preference given by the faculty members. Class wise and course wise time tables are prepared for effective planning and delivery of courses and the same are shared with faculty members and students. Faculty member prepares the complete course plan before the commencement of the semester along with plans for filling curricular gaps, content beyond syllabus (invited lectures/workshops).

The commencement of the semester is conveyed through common notice, WhatsApp, and SMS. The head of the department monitors the academic activities regularly through an integrated faculty members and students information system. Faculty members impart the curriculum through student-centric learning methods, such as assignments, workbooks, peer learning, mini projects, NPTEL lectures, group discussions, workshops, quiz, role-play, seminars, projects, industrial visits, etc., and innovative teaching methods such as Webinars, Tech talks, etc. besides the regular/traditional chalk and talk methods. Value added courses for improving placement is implemented. An effective teaching and learning process is implemented in the college with the following objectives:

- To promote innovative thinking and develop creativity.
- To achieve the expected learning outcomes, and
- To create a positive learning experience for students

The following steps are followed for Effective Teaching Learning and reviews to analyze outcomes

1. Expectation

- Content for setting expectation
- Delivery of expectation set

2. Teaching Content

- Development of teaching content
- Execution/ Delivery of teaching content

3. Evaluation

- Evaluation content preparation
- Evaluation Execution

4. Retrospective

5. IQAC Action

- **Knowledge Review (K Review):** Reviews overall learning outcomes and higher-order thinking
- **Process Review (P Review)** Reviews learning experience with blended learning, flip classroom and virtual labs.
- **HoD Review (H Review)** Reviews K and P reviewer feedback and submit retrospective view about the entire process

The IQAC conducts periodic reviews about the effective implementation of the course delivery through K-review and P-review. IQAC performs academic audit and collects feedback from the students on curriculum delivery once in academic year to identify gaps. Faculty members with less feedback will be mentored after identifying the root cause by senior faculty members and HOD for improvement and best practices followed by the faculty members are collected shared with others.

File Description	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: 15

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	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

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: 22.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
418	458	328	541	292

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:

Being an affiliated institute of DBATU, the curriculum prescribed by the university is followed. Crosscutting issues relevant to ethics, environment and sustainability etc., are integrated into the curriculum across all UG and PG programs prescribed by DBATU and listed below:

Course Code	Core Course Name	Course Integration to
CVE1 402 OS	Planning for Sustainable Development	Environment and Sustainability
CVA 403	Basic Human Rights	Human Values
BTHM403	Basic Human Rights	Human Values
BTHM505A	Economics and Management	Professional Ethics
BTHM505B	Business Communication	Professional Ethics
BTHM605B	Employability and Skills Development	Human Values and Professional Ethics
BTHM605C	Consumer Behaviour	Human Values and Professional Ethics
EEP/441	Industrial management	Environment & Sustainability
BTEEE705B	Energy Audit & Conservation	Environment and Sustainability
BTHML411	Soft Skill Development	Environment and Sustainability
BTHM504	Employability and Skill Development	Environment and Sustainability
BTHM3401	Basic Human Rights	Human Values
BTHM403	Basic Human Rights	Human Values
BTHM301/401	Constitution of India	Human Values
BTMOE505	A Solar Energy	Environment and Sustainability
BTMOE505B	Renewable Energy Sources	Environment and Sustainability
BTMOE505C	Human Resource Management	Human Values
BTHM403	Basic Human Rights	Human Values
BTAIHM505A	Economics and Management	Professional Ethics
BTAIHM605B	Employability and Skills Development	Human Values and Professional Ethics

Apart from the above courses various activities are conducted to integrate the cross cutting issues.

1. Professional Ethics and Human values

- Even though it is in academic curriculum the Institute takes efforts for integration of ethical and human values through extracurricular activities such as celebrating woman day, birthday anniversary of National heroes and great social reformers, value added course on Universal Human Value, etc.
- The institute is organizing various programmes under NSS to inculcate human values among students.
- Different activities like guest lecture, seminar and workshops relating to the professional ethics and human values have been organized for students.
- Different social activities have been initiated by the college like Health and Hygiene awareness programmes, Medical check-up camps, awareness programmes, blood donation camps, etc.
- To know about the work culture and ethical practices in the industries, industrial visits, internships are arranged for the students. This facilitates the students to get an exposure to a professional environment by solving problems and designing solutions professionally.

2. Gender

- The institute understands the importance of Gender Equality and thus maintain good ratio of women to men work force in both teaching and non-teaching. Also, as per the admission analysis female to male student ratio is around 40:60.
- Institute's women empowerment cell has been working consistently for women safety in college campus and other problems related to girl students.
- Numbers of programmes are specially conducted for promoting gender equality.
- Institute has organized various workshops and invited talks on Women Empowerment.

3. Environment and Sustainability

To support environment conservation, Digitizing the regular activities is encouraged. The usage of plastics is avoided inside the campus. Activities like tree plantation, cleanliness drive, water conservation drives, etc are conducted through NSS.

File Description	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: 51.82

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

Response: 1083

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: 66.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
490	414	324	186	164

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
516	501	473	468	408

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: 38.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
149	119	105	42	44

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

2022-23	2021-22	2020-21	2019-20	2018-19
258	251	237	234	204

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: 18.83

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:

To ensure that students play an active role in the learning process, the Institute practices following student- centric methods for enhancing learning experience thereby facilitating effective learning. These are identified at the beginning of the semester itself based on inputs from Cluster Mentor and External Mentors. The implementation is verified during the Faculty member review conducted at the end of the Semester.

Experiential learning is the process of learning through experience, and is more specifically defined as "learning through reflection on doing". Hands-on learning is a form of experiential learning but does not necessarily involve students reflecting on their product

1. Students are encouraged to do mini project every semester in laboratory related subjects. Technical competitions are conducted every year in order to promote our student's innate skill to focus their practical knowledge towards projects and to enhance their oral communication skills.
2. The students are sent to industry to pursue internships/industry oriented mini projects. After the completion of the internship the students are asked to submit a report and do the presentation.
3. Students are motivated to participate in various national level project competitions.
4. A innovative learning activities providing a scheme to aid in imparting knowledge and lay platform for product development, industrial projects, conducting tailor-made training programs for core companies, business incubation for start-ups.

Individual learning: Assignments/Quizzes, Wi-Fi enabled campus help to access e-resources (incl. MOOCs) for self-paced learning. The Institute encourages students to enroll and get certification for add-on online courses conducted by prestigious national and international bodies like NPTEL, Coursera, etc.

Competition Based Learning:

1. The institute is focused on encouraging students to participate competitions.
2. ICT supported learning like NPTEL, various coding competitions, webinars are included in the regular academic schedule.
3. Professional society clubs are formed under ISTE and SAE chapters and students actively participate and organize technical events, workshops and seminars under Professional Society Activities.

Problem-Based Learning (PBL) is a teaching method in which complex real-world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts. In addition to course content, PBL can promote the development of critical thinking skills, problem-solving abilities, and communication skills. Group learning is widely accepted principles about learning-learners construct their own knowledge and learning is an inherently social phenomenon support the use of group learning. Working in small groups provides learners with opportunities to articulate ideas and understandings, uncover assumptions and misconceptions.

Conducting activities using ICT tools is an effective methodology. These tools provide benefits like maintaining structured data and a fast evaluation process. Faculties utilize three types of ICT tools such as

- **Generic tools for learning:** Starting from productivity tools to simulation and modeling to access, extend, transform and share information .
- **Content-based resources:** To access a vast source of educational resources that effectively can

be integrated with the curriculum objectives.

- **Interactive instructional courseware:** Self-paced learning materials e.g. Google class room, video lectures, course material on website, etc.

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: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
111	94	97	100	105

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: 13.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	16	11	8	8

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:

We have an examination cell is constituted every academic year, comprising of a senior faculty member as senior examination supervisor, assistant senior supervisor, other teaching faculty members and non-teaching staff as members for smooth conduction of end semester examination. The end semester examination is conducted by Dr. Babasaheb Ambedkar Technological University (DBATU) Lonere, and the students appear for the examinations conducted in the college. The college follows strictly the guidelines and rules issued by the DBATU while conducting internals mid-semester and external end-semester examinations. For conducting the internal assessment test, a department level coordinator/committee is constituted for smooth conduction of internal assessment within the department.

Broadly, there are two assessments at the institute:

(1) External: End Semester Examination (ESE) and (2) Internal: Continuous Assessment (CA). The ESE is controlled by DBATU. The role of our college is to implement the directions given by DBATU. The exam-related activities of ESE such as the preparation of question papers, examination supervision, and answer sheet evaluation, result declaration, etc. are carried out by the DBATU. All information related to ESE is communicated in advance, and the same is communicated to the students accordingly by all the HoDs. The assessment ratio of ESE and CA is 60:40 respectively. The College Examination Officer (CEO) will control the entire process of examination. The preparation of the question paper, smooth conduction of the examination and evaluation of Mid-Semester examination are controlled by the CEO.

Mechanism for Grievance Redressal: The CSMSS CSCOE Aurangabad is keen to address grievances related to assessments (both ESE and CA). Students have multiple channels to raise their grievances including the subject teacher, Head of the Department, CEO, and the Principal. The grievances are classified into college level and university levels.

College Level Grievances: If a student raises that the marks, he/she scored in internal assessment is not

up to his/her expectations, the student can opt for revaluation through a letter within seven days of declaring the results on notice board. The Principal, IQAC, and CEO continuously observe every process of internal assessments and make necessary rectifications.

University Level Grievances: The grievances related to end-semester examinations such as revaluation, relevance of the question are collected by the students section of the institute through the HoDs and CEO, and the same is communicated to the exam section of the DBATU. Students can obtain photocopies of their answer sheets from the university.

The Institute has taken the following measures to achieve transparency in the internal assessment process: A planned internal examination schedule in the institute calendar and calculation of CA explained to students at the beginning of the semester. The CA schedule and Practical/Oral Question Patterns are circulated to the students in advance. The final 'internal marks' are verified and signed by the concerned subject teacher, HoD and Principal and displayed it on Notice Board for students.

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:

The CSMSS CSCOE follows the Outcome Based Education (OBE) process inherently. As a part of OBE at the beginning of the semester Course Outcomes (CO) are well defined and verified by department academic committee. Then it is made available on the department notice board and institute website.

- The course outcomes are clearly defined using Bloom's taxonomy for all academic programmes and courses of the institute.
- The course outcomes are measurable and stated using active verbs (Bloom's taxonomy).
- They are expressed as complete declarative sentences that clearly describe the knowledge, skills, and competencies that students are expected to acquire as a result of completing their course.
- The outcomes are assessed and measured to identify the extent to which goals are accomplished.
- All Program Outcomes (POs) have been adequately addressed through the core courses and their Course Outcomes.
- Process of dissemination of Vision, Mission and POs / PSOs among the stakeholders and it's awareness:
 - The Vision, Mission and POs / PSOs are published on college website through which it is disseminated to those stake holders who visits the website.
 - The vision, mission and POs / PSOs are displayed in HoD cabin, meeting room, departmental notice boards, class rooms, and laboratories etc. This also is one of the ways

of conveying these to stake holders particularly students, faculty members, parents, visitors, etc.

- Apart from this, vision and mission statements are informed to all the stakeholders of the programs through faculty member meetings, student awareness workshops, student induction programs, parents meet etc.
- Newly admitted students are informed about these concepts in induction program.
- Every teacher, before start of his/her first lecture, informs course objectives and course outcomes in classroom.
- After completion of each unit of the course, teacher again informs about the CO and tests the students for its attainment.
- COs are displayed on all examination question papers and laboratory experiment manuals.
- Students are also informed about the objectives of any program/ activity conducted and how it will be beneficial for them in fulfilling the POs and PSO.
- Feedback is taken from students after every semester in terms of achievement of CO, POs and PSO through academics and other activities conducted in the campus.
- Thus, continuously POs, PSO and COs are disseminated to teachers and students.

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:

The assessment tools and processes used for measuring the attainment of each of the program outcomes and program specific outcome are as mentioned below:

Method of Assessment of POs/COs

- The Program Outcomes (POs) and Program Specific Outcomes (PSOs) are assessed with the help of course outcomes of the relevant courses through direct and indirect methods.
- Direct methods are provided through direct examinations or observations of student knowledge or skills against measurable course outcomes.
- The knowledge and skills described by the course outcomes are mapped to specific problems on university examination, internal exams and assignments. Throughout the semester the faculty members record the performance of each student on each course outcome.

Average attainment in direct method = University examination (60%) + internal assessment (40%)

Indirect assessment strategies are implemented through the feedbacks from students, parent and alumni.

The tools used for the assessment of POs/PSOs and their frequencies are as mentioned below:

Sr.No.	Assessment Tool	Description	Mode	Frequency
1	University Examinations	At the end of each semester University conducts the examinations. After University results the course outcomes are measured based on course attainment level fixed by the program.	Direct	End of semester
2	Internal Evaluation	Two internal assessment (CA) and one mid semester examination are conducted per semester to ensure that students have achieved the desired level of competencies at unit level and whether corresponding COs are achieved or not. According to the performance of the student mapping is carried out with the respective COs for assessing the attainment level of specific CO of the course.	Direct	per semester
3	Assignment	Assignments are given at the end of each unit. According to the performance of the students in answering each question mapping is carried out with the respective COs.	Direct	End of each unit
4	Alumini feedback	Alumini feedback is an important tool to find out level of	Indirect	Once in a year

		relevance of the curriculum with the expected skills of the industries. After receiving the response, the answer to the specific question is assessed and mapped with the corresponding POs to find level of attainment		
5	Student feedback	Course exit survey is conducted at end of the course to calculate attainment of CO specified for that course.	Indirect	Per semester

2.6.3

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

Response: 92.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
466	421	451	415	321

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

2022-23	2021-22	2020-21	2019-20	2018-19
515	437	457	443	399

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
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.94</p>	
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: 38.2

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)

2022-23	2021-22	2020-21	2019-20	2018-19
30.33	0.02	0.00	5.95	1.90

File Description

Document

Upload supporting document

[View 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:

To promote research activities and encourage entrepreneurship the institute has established IPR Cell. The main objectives of IPR Cell are:

- To create awareness about IPRs for faculty members and students by organizing workshops, seminars, and training courses within the campus.
- To ease the process of patent/copyright drafting and filing in the institution.
- To guide inventors concerning patenting their inventions with the help of an authorized patent attorney.
- To facilitate the process of proposal submissions for obtaining research funding.
- To encourage students towards startups and entrepreneurship.
- To create an opportunity for startups and incubation.

As an outcome of this, the faculty members have filed and published utility and design patents. The faculties are publishing more research papers in SCI/Web of Science/SCOPUS-indexed journals. Additionally, a few projects have been incubated through I-Create, and a few have received incubation support from MAGIC, Aurangabad. The students are encouraged to participate in inter-collegiate and University level competitions and convert their projects into products. As a result of these efforts, several of our alumni have ventured into entrepreneurship, and startups.

We also have MoE AICTE **Institution Innovation Council (IIC)** which helps promote innovation, entrepreneurship, and a culture of creativity among students as the IIC aims to create an ecosystem for student entrepreneurs that includes ethics, morals, values, start-up support, and project mentoring with the following responsibilities and activities

- Bring awareness of the innovation ecosystem in campus.
- Expose students to an expert talk series organized online by MoE and AICTE.
- Provide one-to-one counseling to student entrepreneurs and potential student entrepreneurs.
- Design thinking workshop for all students across departments.
- Patent drafting and filing workshops.
- Start-up workshops for students.
- Students participated in the Smart India Hackathon.
- Mentor students to get involved in innovative projects and improve their entrepreneurial skills.
- Motivate and mentor students to become future Innovators and Entrepreneurs.

We have two Centers of Excellence (CoE) to engage in applications on technology excellence and applied research. The CoEs are in the area of Electric Vehicle (EV) and Honeywell Centre of Excellence for Youth Empowerment.

Indian Knowledge Systems (IKS) cell is established in our institute as per NEP, it is an initiative to promote and preserve traditional Indian wisdom and practices.

The activities being conducted under Indian Knowledge systems were

- Awareness about Yoga practices, its contribution in human life.
- Seminar on the Importance of Indian Knowledge Systems.
- Celebrating World Health Week by practicing and Promoting ancient Indian Medical practices.
- Celebrating World Heritage Week to promote Indian Heritage Architecture by conducting an Online poster presentation on Indian Ancient Architecture.
- Science behind Meditation to promote Pranayama.

Apart from the above activities our institute has allocated a separate Book rack for Indian Knowledge systems to preserve Indian Ancient wisdom in the Institution's Library.

To promote Indian Ancient Culture Indian Culture and traditions. Our Students were motivated to promote Indian Traditional arts with the help of traditional dress competitions, traditional dance competitions were organized at the institution level.

File Description	Document
Provide Link for 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: 38

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	08	05	05

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: 0.76

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
09	21	36	30	21

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

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: 0.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	11	02	03	03

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

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:

As a socially responsible Institute, we inculcate values, creates awareness on duties and responsibilities in the students so as to engage them in assisting the neighboring communities. Studnets are taking parts to overcome issues like awareness of literacy, unemployment, awareness on various social and environmental issues. The college has dedicated NSS unit which mould the students in nation building activities. The institute is the forerunner in implementing various outreach and extension activities, such as,

- Swachh Bharat Abhiyan (Cleanliness drive)
- Village Adaptation
- Literacy Movement
- Blood Donation
- Women development
- Nature Conservation
- Water conservation

The major impacts created among the backward communities and downtrodden in the adopted villages and neighbourhood of the institute include:

Sanitation and Hygiene: In the adopted villages, the NSS unit conducts sanitation and hygiene campaigns regularly.

Women Empowerment: The Women Empowerment Cell organizes awareness programmes on self-defence, self-confidence, legal rights, self-sustenance and women entrepreneurship.

Literacy Programmes: Awareness programmes on financial literacy, child education and computer literacy are conducted.

Blood Donation: Regular blood donation camps are held in institute in association with Government and private hospitals/blood banks.

The institute has initiated major intervention programmes like Literacy Programmes, Cleanliness Campaigns under Swachh Bharat Scheme, Environmental Education, No Food Waste, Road Safety awareness, Women Empowerment, Safety and personal hygiene, Promotion of Digital / Online Payment, etc.

Impact on Students through extension activities,

- Transforms the students as agents of social change to provide lasting solutions to social problems. Engaging the students in extension activities has created a sense of service to society among the student community.
- It helps to instill social responsibility groom overall personality create awareness on social issues.

Impact on the Society: The interventions through extension activities have resulted in improving interest of village students toward the study, awareness among the people about hygienic surroundings, health, environment and cleanliness.

File Description	Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

CSMSS CSCOE is having the vision itself with objective is not only impart technical education but also to contribute equally for the society by doing good for others. We organize various activities to sensitise our students and staff about important issues in society. By working together, we have built a community that cares about helping others. Our efforts haven't gone unnoticed, the institute received awards and appreciation from the government and other important organizations for the good cause.

CSMSS CSCOE been appreciated by the Dharmaday Institute (Social Welfare department), Government of Maharashtra, for helping flood victims. During tough times like the COVID-19 pandemic, institute was in the first row to help. Our Principal, and staff were recognized as a COVID Warrior in 2019 by the Municipal Corporation of Aurangabad for their dedicated work during COVID-19 pandemic.

The institute also been recognized for promoting healthy eating habits. The Food Safety and Standards Authority of India (FSSAI) designated the institute as an "Eat Right Campus", showing our commitment to keeping our campus healthy and safe.

The intitute is always involved in making our community better. The District Election Office Chh. Sambhajinagar (Aurangabad) appreciated for our efforts in the voter awareness program along with getting people registered to vote. This shows how committed we are towards National Mission.

During the Voter Awareness drive, our students Mr. Prasad Rathod won second prize in a "reel making competition" from District Elelction Office/ District Collector office Chhatrapati Sambhajinagar. The institute regularly arranging the Blood Donation Camp, institute appreciated by organizations like the "Thalassemia Society Aurangabad" and "Aurangabad Blood Bank". Received appreciation from Raje Shahaji Mahavidyalaya, Ambelohal for activities like Tree plantation, Water conservation awareness, Swachhata Abhiyan, Janjagruti about save environment and waste management, etc.

Institution also focused on road safety. Mr. Yadnesh Khaple won first prize in a "Reel making competition" based on the theme "Wearing Helmets", organized by the Regional Transport Office (RTO) Chh. Sambhajinagar.

We believe in giving everyone a chance to succeed. The institute teamed up with Maharashtra Centre for Entrpreneurship Development (MCED) Aurangabad and Dr. Babasaheb Ambedkar Research and Training Institute (BARTI), Pune to provide free training for SC/ST students. This helps them learn new skills and build a better future. The faculties from our institute trained these students on cutting edge technologies like Applied AI, Emphasis on Robotics and IoT and Applied Data Science and Analytics.

The institute recognized with "Best Engineering College Award 2021" at ISTE faculty convention for its outstanding contributions to academic excellence and social engagement.

The SAE India recognized the contribution of the Principal in an important conference on "Inching towards Aatmanirbhar Bharat". Professor Y.H. Bhosale won the "Young IT Professional Award" from the Computer Society of India for his excellent project work aimed at solving social problems.

In summary, our journey of social responsibility is all about working together to make a positive impact in the community. The institute committed to make the world a better place for everyone.

File Description	Document
Provide Link for 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: 22

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	05	03	05	04

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
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	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: 50

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

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:

The CSMSS CSCOE campus is well connected, and easily accessible. Spread over 4.0 acres, the campus is spacious and well laid out. The state-of-art infrastructure includes well-ventilated and spacious classrooms, labs, digital library, transport facilities, hostel, sports stadium (indoor and outdoor), and other amenities make CSMSS CSCOE the perfect academic setting. The classrooms, staffrooms, and other infrastructure facilities are as per the norms prescribed by AICTE, DTE and DBATU. The centralized fire alarm systems and CCTV surveillance are some of the security measures undertaken.

Classroom: All classrooms are designed to provide a better learning experience. The spacious classrooms gives each student an excellent view of the lecture as well as peers, thus making the class more interactive. Classrooms are bright, well ventilated, and equipped with an LCD projector with Wi-Fi access. The classrooms incorporate the latest multimedia equipment to facilitate visual learning.

Laboratories/computing facility: All department labs are equipped with the required experiment setups. Students have access to networked computers. Electronics, Mechanical, and Civil Engineering labs are equipped with the latest hardware and software required. Students have full access to networked printers to print the projects reports, courseware, and research material. With a 1:4 ratio for lab computers, students have access to dedicated projects and simulation labs.

Seminar Halls: The campus is equipped with state-of-the-art, audio-visual seminar hall that regularly host guest speakers and online/offline seminars. The dedicated AV rooms are acoustically treated and can record the proceedings, and deliver an immersive learning experience. Seminar halls are equipped with a video conference lecture system.

Sports: We encourage students to participate in various sports and games.

a) Outdoor Games: A spacious playground is available for outdoor games like cricket, football, volleyball, basketball, Kabaddi, etc.

b) Indoor Games: The institute also has an indoor area for playing chess, table tennis, carom and badminton, etc.

Gymnasium: The institute has a gymnasium facility for students to strengthen their physical and mental

abilities.

Hostels: The college provides an exclusive separate hostel facility for students which has a hygienic environment, clean food, purified water, free Wi-Fi facility and round the clock security.

Auditorium and open amphitheatre: The college has an auditorium with 550 capacity. The open amphitheatre has 1000 capacity is available for various student activities.

Cultural activities: The students are encouraged to participate in and arrange various cultural activities to cultivate team spirit, and organizational abilities and bring out hidden talents among students. Every year, an annual event is also conducted.

Language laboratory: A language laboratory is available for the students to provide an environment that enables to practice their listening and speaking skills concurrently.

Health and Hygiene: The college maintains a medical centre with a doctor to treat the students and staff health problems. The in-house team of housekeeping staff is appointed for the day-to-day cleanliness and maintenance of the premises.

Yoga centre: The college has provided a "yoga centre" that helps students to maintain good health, and possess mental and emotional stability.

File Description	Document
Upload Additional information	View Document

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 13.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
150.27	5.81	2.72	34.72	8.7

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

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:

The institute has library setup with exclusive area of 568.72 sq. meters that includes air conditioned reading hall and accession area. Library is fully automated by e-Granthalaya version 3.0 and the software Online Public Access Catalogue (OPAC) is used which facilitates online search queries related to availability of library resources viz. Books, Journals, CD/DVDs, Back volumes. All the library books are bar-coded and books are issued to users by reading the barcode of the document.

Library Networking [Intranet and Internet]: The library is fully automated, the holdings include the books and journals. The library is member of the DELNET and it is being extensively used for searching the database of other member libraries. The library is a member of the NDLI to access the vast e-resources. The library has the internet facility through which the e-resources could be accessed. Students make use of the library e-resources as most of the day time the students are attending the classes (reference section). A biometric attendance is maintained in order to know the number of users make use of the reference section. Apart from this, circulation section, library has average 800 footprint prints per day.

A good number of staff makes use of the vast resources available in the library. The users of the library access publications of all major publishers like Elsevier, Springer, IEEE etc. through K-Hub Engineering E-Library. The present holding of library is 2934 titles, 21272 volumes in hard. Library provides login based access to 21295 e-Books, 12186 e-Journals and more than 200000 videos on various disciplines of engineering. E-Resources can be accessed through the college library Web Site <https://sites.google.com/site/csmssenglibrary/home>. Library also has 30 computer systems exclusively devoted for browsing e-resources. Library maintains back volumes of journals, previous university question papers, syllabus sets.

Library Facilities and Services: A high-end reprographic facility is available in library which has the facilities like copying, scanning, and printing. Students having open access of print and non-book materials. Right from the inception of the library, it is following the open access to all its documents housed in it that includes books, bound volumes, and other reading material. The library has air

conditioned reading hall of 200 seating capacity. There is regular stock verification process carried out by the library at regular intervals.

Display of New Arrivals: All the new books and journals are kept in the new arrival racks for a period or till the arrival of next lot of new books or journals display boards of library data and services There are library data boards which give information about the collection and services offered and staff details.

File Description	Document
Upload 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:

Institute has a state of the art IT infrastructure in campus with 7 servers with LAN in entire campus. Institute holds 662 computers and laptops for students and staff. Out of 662 computers, 534 computers are used exclusively for students. The entire campus including labs, classrooms, library, department offices and hostels is Wi-Fi enabled and having 24/7 internet facilities available with speed of up to 100 MBPS, 200 MBPS and 200 MBPS broadband lines of TATA and BSNL respectively. Separate computer centre with 66 computers is available for browsing, surfing, online webinars and seminars for the students and staff of the institute. Digital classrooms and seminar halls are equipped with smart board/LCD Projector and LAN connectivity. Institute carry out timely upgradation of IT Infrastructure. Every year budgetary provision is made for updating and upgradation of IT infrastructure. As per the directions of AICTE institute is promoting the use of open-source software. During Covid-19 pandemic all academic activities were completed in online mode using IT infrastructure.

The maintenance of computers, internet Wi-Fi networking, installation of software and software maintenance and upgradation of hardware is conducted by in-house expert team. Institute plans the specific needs and forecasts the improvements in IT infrastructure and specific maintenance and ensures IT services to the users.

1. Network Security: The college campus has completely switched high availability network. The network is secured by a firewall integrated into the router. Additionally Sophos is available with access control.

2. Software Asset Management: We categorize software assets as open-source software assets and proprietary software assets. The proprietary system software is purchased at the Institute level and further

distributed to different units. Application software is purchased for individual departments as per their curriculum and research requirements.

3. Open-Source Resources: To reduce the dependence on propriety software and tools, we strongly promote open-source software, tools, and applications for supporting computer-assisted learning, teaching, and design. Some of the open-source software tools used are Linux, e-Granthalaya.

4. Smart Boards: In order to make regular utilization of ICT facilities by faculty members and students, our college has introduced 20 smart boards which ensures an easier understanding of the subject theoretically as well as practically.

File Description	Document
Upload Additional information	View Document

4.3.2

Student – Computer ratio (Data for the latest completed academic year)

Response: 3.91

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 534

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

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: 7.06

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)

2022-23	2021-22	2020-21	2019-20	2018-19
51.16	12.54	13.65	21.24	08.94

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

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: 85.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
1767	1673	1505	1369	1318

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: D. 1 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

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: 69.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1354	1284	1277	1098	1170

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: B. 3 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: 64.42

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

2022-23	2021-22	2020-21	2019-20	2018-19
265	256	296	281	238

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

2022-23	2021-22	2020-21	2019-20	2018-19
466	421	451	415	321

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

5.2.2

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

Response: 1.9

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.)

2022-23	2021-22	2020-21	2019-20	2018-19
8	1	1	1	3

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: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Upload supporting document	View 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: 6.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
07	06	05	06	07

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:

- The Institute has an established Alumni Association that is fully operational and functioning. It was registered under the Societies Registration Act, 1860, and has registration number Maha-616/19, dated October 17, 2019.
- The Alumni Association is independent of the institute and has its separate funds and account along with PAN number.
- The Alumni Association core committee consists of alumni members. Department alumni coordinator communicates regularly to keep updated alumni record (alumni information and status).
- The main objective of the Alumni Association is to reach out to the alumni to create and strengthen the bond between alumni and the institute.
- The Institute honours distinguished alumni in special programmes and on the annual day with theme of “*Our Alumni is Our Celebrity*”.
- The Institute's IQAC is comprised of alumni representative, who participated actively in IQAC operations time to time.
- The institute has consistently anticipated a fruitful and significant relationship with its alumni. All significant institute programs and events are open to alumni. Departments arrange interactive sessions with alumni, who offer advice to current students on future choices related to academic pursuits and career options.
- The alumni within the country and abroad, help significantly to improve the perception about the Institute. The alumni who are well-placed in the industry are able to use their network to facilitate opportunities for the students in career advancement and placements.
- The Alumni Association has collected detailed contact information of the alumni. Each department has conducted periodic surveys to gather information regarding academic progression, current job profile, and other information from the alumni and record it.
- The alumni are invited for various expert talk sessions, webinars and seminars to deliver technical knowledge and motivate current students.
- Few of the alumni have joined the Institute as teaching staff and their interaction with the students have always been special.
- There is a dedicated space in the Institute building for the office of the Association.

File Description	Document
Provide Link for 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:

(a) **Vision Statement:** To be an institution of repute through multidisciplinary educational approach to develop the next generation competent technocrats for industry and society.

(b) Mission Statement:

M1: Developing student centric educational practices for curriculum delivery and assessment.

M2: Imparting entrepreneurial and employability skills among students through value-based and skill-based trainings in collaboration with industry and academia.

M3: Inculcating social and professional values among students through awareness and outreach activities.

M4: Providing environment for innovation and research through various interdisciplinary activities.

(c) Nature of Governance:

The Governing Body is an integral part which steers the institute towards academic excellence with a holistic approach. The governance of the institute is reflective of an effective leadership in tune with the vision and mission statements. The established policies in the Institute ensure the integrity and effectiveness of the governance and administration. The institute believes in shared leadership and participative decision-making approach. This reflects the decentralization of its operations and delegation of the necessary authorities and responsibilities. Such delegations follow a systematised organisational structure with clearly laid down job responsibilities. There is an environment of mutual respect and persistent effort where the organisation provides a productive backdrop for cohesive working. It provides periodic opportunities for timely, open and healthy communication. It monitors the performance of the institute and supports in decision making process such as

- Suggest dynamic plans based on the previous year data.
- Identify key indicators for improving overall performance.
- Mechanism for up-skilling of faculty members in line with recent trends.
- Review of placements activities and action plans to improve employability of students.

(e) **National Education Policy:** In tune with the National Education Policy, the governance of the institute gives emphasis on the development of the creative potential of each individual and

Interdisciplinary/multidisciplinary working culture. The vision and mission of the institute is based on the principle that education must develop not only cognitive capacities such as, critical thinking and problem solving but also social, ethical, and emotional capacities.

(f) Perspective Plans: A 360 degree perspective plan is developed by IQAC which considers important factors i.e. structure, mechanisms and stake holders within the system and their capacity to act, their creativity, the collaboration between them, and the coherence of the action with other initiatives. The objective is to ensure the quality and imbibe the culture of excellence and focus on the time-bound goals set for academic, administrative, research and development activities. The entire process is based on participative approach wherein the faculty members, and other stakeholders are involved in the development of plans and its efficient execution. The summery is as follows

Sr. No	Strategic Plan
1	Enhance engagement with Society
2	Diverse Student learning environment
3	Enhance engagement with Industry
4	Improve internal support systems
5	Enhance alumni engagement
6	Develop a cleaner and greener campus
7	Enhance Research Culture
8	Academic autonomy and industry oriented curriculum

File Description	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:

The institutional perspective and strategic plan were effectively deployed and the some of the following outcomes were are as follows:

Local and Nation Building (Extension Activities): Along with imparting quality education. the institute is committed to uplift the socioeconomic conditions of the nearby surrounding through various activities by NSS, such as social awareness, legal awareness, health and hygiene, sanitation, digital literacy and gender sensitization, etc. The institute motivates faculty members and students to participate in various activities that are beneficial for the upliftment of the society.

Environment and Sustainability: To promote clean and green zone contributing to earth's sustainability, the institute done the Green audit, Energy and Environment audit.

Collaborations: The institute encourages collaborations that provide exposure to academic opportunities to students and faculty member like internships, training, and job placements, faculty development programs. Enhancing faculty members' prospects for research and development to seek funding and resource sharing with industries/institutions is the other important part of collaboration.

Academic Development: The quality of teaching and learning is in line with the Institute Vision and Mission of providing students with better theoretical and practical skills. The institute has deployed the Outcome Based Education (OBE) and Choice Based Credit System (CBCS) as per the guideline of the affiliating university. Functioning of the institutional bodies. The institution has an effective and efficient administrative setup, well drafted hierarchical practices are followed and reporting system works bottom up. The Board of Management administers the overall functioning of the institute. Scope of empowerment and defined regulatory norms bound the duties of different designated bodies. Periodical evaluation is done by debating and discussing on propagated administrative systems and necessary addition and correction are done.

Governing Body: The Governing Body is constituted with the guidelines of AICTE. It is imperative to emphasize the functioning of the institution are well coordinated and supported by different committees and Cell like Internal Quality Assurance Cell, Discipline Committee, Academic Committee, College Development Committee, Grievance Redressal Committee, Anti ragging Committee, Clubs, etc.

Appointment and Service Rules: The Institute follows the rules and regulations of the AICTE, Affiliating University and the Governing Body of the Institution. All regular Institute appointments are based on the recommendations of a Selection Committee formed for the purpose. No appointments in the Institute shall be done without the recommendations of the Selection Committee and the approval of the Chairman.

Classification of appointments: The institute is appointing and classifying the various appointments done or to be done under the following categories:

Appointments on Probation against sanctioned Posts: All appointments in the cadres of the teaching and non-teaching staff against sanctioned Posts are initially done on a probation period for one year.

Confirmation: Employees of the Institute who are found to be fulfilling the assigned targets, work and conduct have been as per the expectations of the university parameters are confirmed to the Post to which they have been appointed after completion or extended period of the probation.

File Description	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

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:

Various welfare measures were provided for the teaching and non-teaching members to ensure their wellbeing and value their contribution towards the progress of the institution.

Teaching Staff:

- Providing training to teachers for excellence in upgrading their credentials and skill sets.
- Motivating Faculty members for pursuing higher education.
- Sponsoring Faculty members and staff for attending workshops and conferences at the national level by granting academic leave and financial assistance.
- Faculty members are encouraged and assisted to undertake professional body membership for active involvement.
- Organizing FDP's periodically and regularly.
- Systematic organization of professional society activities.
- Duty leaves for attending University and Institute level assignments.
- Provident Fund, Group Insurance for eligible Faculty members.
- Medical facility is available to meet medical emergencies on campus.
- Medical leave for hospitalized staff members.
- Maternity leave benefits and bereavement leave to faculty members and staff.

Non-Teaching Staff:

- Group insurance is available.
- Crash Course in Computer Basics for the interested Supporting Staff.
- Casual Leaves are provided for all the Supporting Staff.
- Workshops for Technical Staff

Faculty appraisal process: The self-appraisal form is filled by the individual staff members and is further forwarded to IQAC/HOD/Principal and management for evaluation. Assessing the performance is based on the following performance indicators: The aim of appraisal of faculty members performance is to ensure that the program objectives are served best. The following methods are practiced in the college, among other informal ways: 1. Course Monitoring 2. Student Feed Back 3. Annual Faculty Performance Appraisal.

Non-teaching appraisal process:

Every year for non-teaching staff of the Institute a proforma (questionnaire) is provided which has to be filled by respective lab in-charges and HODs. It consist of the following details like Nature of appointment

- Educational qualifications
- Punctuality in attending the duty
- Ability to work for extra hours with responsibility
- Up keepment of the records
- Level of intelligence / Potential.

File Description	Document
Provide Link for 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: 24.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	31	18	09	38

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

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: 48.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	60	74	67	71

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

2022-23	2021-22	2020-21	2019-20	2018-19
41	38	37	27	26

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

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 society works with high moral values which has established various Educational Institutions in which our Institute forms a part. The mobilization and optimal utilization of resources is in accordance with the objective of the institution's management and a well constituted council and leadership which conducts financial audits regularly.

Mobilization of funds is collected through the sources of tuition fees. The institute also receives funds through scholarships from the State Government. The providence of the philanthropic trust helps in providing funds to the institute whenever in need. The hostels are judiciously maintained with the hostel fee collected from the students. Different departments of the institution bring out their annual budget considering the expenses of the full financial year, expenses on different heads like periodical maintenance, upgradation of machinery, infrastructure and building, laboratory equipment, purchase of books and journals for library, labour, salary expenses etc., are taken into account. The budgets are verified and sent to the approval of the Management by the college finance committee headed by the Principal.

Intermittent audit processes ensure that the expenses are well within the limits of the allocated budget for the institution. The finance committee holds the responsibility of managing the institute's expenses throughout the year. Expenses arising of immediate exigencies are directly approved by the management without time delay. The details of all the incomes and expenses are updated in the institutions dedicated Tally software with all the supporting documents ready for audit at any point of time. An internal audit system in place acts as a regulating body which physically audits all transactions in real time. Routine entries are made in the mandatory registers and account ledgers.

Internal Audit and External Audit: The internal audit team reports to the administration of regulatory

flaws if any and reports to the statutory auditors appointed by the management. Physical verification of goods and services, maintenance of books of accounts, preparation of balance sheet and maintaining the temporary and permanent loan ledgers are some outlined responsibilities of importance. The audit team conducts routine audits at different periodicities like monthly, quarterly, half yearly and annually. The auditors prepare the annual account statement and distribute that to the management recommending good practices worth following and control measures for future expenditure. The account statement helps as total guideline for budgeting future planning and development activities of the institution.

File Description	Document
Provide Link for 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:

IQAC facilitate/ contribute:

- To a heightened level of clarity and focus in institutional functioning towards quality enhancement and facilitate internalization of the quality culture.
- To the enhancement and integration among the various activities of the institution and institutionalize many good practices.
- To provide a sound basis for decision making to improve institutional functioning.
- To monitor the utilization of resources with the accomplishment of academic and administration for affording the social responsibilities.
- Organization of workshops, seminars on quality related themes and promotion of quality circles.

Through the establishment of IQAC, institute organizes meetings of IQAC head and members with frequency of Four in a year, in these meetings, various committee has been formed for academic and administrative activities like teaching and learning methodologies under student grievance cell, guest lectures on content beyond syllabus by the expert academician/ industry person, signing number of MOUs with the industries and institutes, various seminars and workshops for women empowerment and harassment related issues, taking feedback from students regarding academic and administrative facilities, also institute concentrated about student's skills development in curricular as well as extracurricular activities by engaging the students in various paper presentations, conferences, seminars and mini project competitions and various activities and seminars, solving hostel issues for students etc.

To impart quality education to students and to maintain an effective teaching learning process, quality assurance cell has been formed.

Quality Assurance Processes –Practice 1: Establish systematic process in academics and administration

- At the beginning of every year, an academic calendar has been prepared and circulated to all stake holders.
- Meeting with stake holders are mentioned and conducted as per the schedule.
- Class and course committee meetings have been scheduled and conducted. The grievances and the comments given in the meeting have been addressed by IQAC.
- College day and Sports day are conducted as per the calendar plan.
- Holidays and special working days also mentioned.
- Counselling schedule have also been scheduled and the comments given in the reports also addressed by IQAC.
- Online feedback has also been scheduled periodically and collected in time.
- Based on the feedback from students, faculty members have been directed properly to overcome the issues.
- Periodic reviews and audits are conducted by the IQAC.
- Orientation programmes have been organized every year for the young and newly joined faculty members to adapt themselves to the systematic process of the institution.
- Internal assessment tests are periodically conducted as specified in the academic calendar.
- Question paper and the answer scripts are audited periodically.
- Course end survey is conducted at the end of every course, to know about the satisfaction level of teaching learning process in each subject.
- By the end of every month, all faculty meeting is organized by the Principal to ensure the smooth run of all activities in each department.

File Description	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: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	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:

Gender equity is a fundamental human right which refers to the equal rights, opportunities and treatment to all genders, regardless of their identity or expression. Gender equality aims at eliminate discrimination and bias based gender practices, ensuring that individuals of all genders have the same access to resources, opportunities, and benefits in all aspects of life, including education, employment, healthcare, politics and social participation. The Guest speakers from prominent fields are invited to speak on the various topics which highlights the importance and contribution of women in society.

CSMSS Chh. Shahu College of Engineering, Aurangabad has constituted a 'Women's Empowerment Cell' as per the orders of the Supreme Court, 'Sexual Harassment at Workplace Act, 2013' rules with the aim of promoting gender equality and women's empowerment among students and staff members. The cell takes care of the grievances of female members related to gender discrimination, violence, and sexual harassment.

The institute conducts regular gender equity promotion programs. Equal opportunities are provided to all individuals irrespective of gender, religion, national or social origin, birth or other status. Awareness campaigns on women's safety and gender sensitivity through street-plays, rallies, poster presentations are held. Internal Complaints Committee (ICC) interacts regularly with the female students and address their issues. Counselling sessions are also held. The institution has a dedicated mentoring system for the students to take care of their academic, emotional, social and cognitive development. The Personal Counselling is provided to the students at different levels.

Institute has a separate boys and girls hostels. Washrooms for female are provided with sanitary napkin vending and disposal machine for the safe and hygienic disposal of sanitary napkins. Common rooms have been allocated for men and women, which facilitate meetings and discussions. There are separate washroom facilities for girls and boys.

Equal opportunity is given to girls students in all sorts of programs and activities arranged at the Institute. Along with boys team, separate teams of girls are prepared for participation in SAE India A-BAJA and SAE TIFAN competition. Ample women staff members are there on different committees handling the important responsibilities in the Institute. International Women's Day is celebrated every year in which eminent personalities are invited to deliver their expertise about Gender Equity. Apart from the above, Institution has implemented safety and security measures such as CCTV Surveillance and security guards throughout the campus and security arrangement to avoid any discrimination and dispute. Training and Placement Cell provides equal opportunities to the girls students. CSMSS Chh. Shahu College of

Engineering, Aurangabad believes in – “No Discrimination”

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
Bills for the purchase of equipment's for the facilities created under this metric	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
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (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:

The institute every year organizes a number of programs in the campus to boost tolerance and harmony towards cultural, regional, linguistic, communal and socioeconomic diversity. The institute also organizes various activities to increase awareness of social issues, basic rights, duties and responsibilities. The institute is built on the values of “Chhatrapati Shahu Maharaj”, who believes that people cannot make progress until they adopt proper education, self-reliance and proper hygiene. He also has made vigorous social actions and public services contrary to conventional and hollow practices like religious ceremonies, idol worship, etc. He linked intellect, logic and discretion to his vigor and public services. The Institute fully follows the tradition and philosophy of Chhatrapati Shahu Maharaj.

The Institute celebrates World Youth Skills Day on 16th July to emphasizes the need for imparting the right skills in youth for employment and entrepreneurship. National Library Day was celebrated on 12th August every year to commemorate the birth anniversary of Dr. Rangnathan and organized book exhibition. The Institute also celebrates Independence Day and Republic Day by having Flag Hosting Ceremony. The World Entrepreneurs Day is also celebrated on August 21st by organizing seminar on the importance of entrepreneurial skills.

We honor the legacies of social reformers like Mahatma Gandhi, Sardar Vallabhbhai Patel, Mahatma Jyotiba Phule and Ahilyabai Holkar, etc. by celebrating their birth anniversaries. These activities inspire students to embrace social consciousness and ethical leadership. The National Education Day is also celebrated on the birth anniversary of Maulana Abul Kalam Azad by organizing various activities.

The institute organizes Food Safety Awareness Campaigns, Road Safety Awareness Program, Cervical Cancer Awareness Programs, etc. These initiatives empower students knowledge about food handling practices, healthy eating habits, road safety awareness and preventive healthcare contributing to their

overall well-being.

The Institute organizes an Expert Talk on the occasion of International Day for The Elimination of Violence against Women to raise public awareness around the issue as well as increase both policymaking and resources dedicated to ending violence against women and girls worldwide. The Expert Talk are also arranged on various issues associated with women, such as How to Build Boundaries to be Emotionally Strong and Successful.

The National Science Day is celebrated in institute on February 28th to mark the discovery of the Raman effect by Indian physicist Sir C. V. Raman to spread a message about the importance of science.

The Social Awareness Programs like voters awareness, awareness about laws is organized. The Institute organizes tree plantation program on the occasion of World Environment Day at nearby locations to cover the open lands by trees. The aim of the program is to create awareness about various social issues and challenges.

Institute celebrates Yoga Day on 21st June by arranging Yoga Session to connect students and staff to the nature by practicing yoga.

In a summary the institute adhering the contribution towards the initiatives in providing an environment of tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity.

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 the Practice: Enhancing Technical and Entrepreneurship Skills through Diverse Initiatives

2) Objectives of the Practice:

- a) To develop industry-ready technical skills among students.
- b) To foster entrepreneurship and innovation in tackling industrial and social challenges.

c) To encourage participation in national and international competitions

3) The Context:

Recognizing the gap between academic learning and industry requirements and the fact that the job is the primary requirement for the students admitted nowadays, the institute realized the need to promote and establish a culture for technical and entrepreneurship skill development.

4) The Practice:

The management of the Institute and Principal decided to work on skill development and entrepreneurship development for students through diverse initiatives. “The Centre for Technical Skills and Entrepreneurship (CTSE)” was established to conduct various technical and entrepreneurship-related activities.

With the financial and other support of the management, the institute has also become a part of the eYantra Lab Setup Initiative (eLSI) project of IIT Bombay and Established Robotics and Embedded Systems Lab under the guidance of the eYantra team.

The institute has signed MOUs with the Marathwada Accelerator for Growth and Incubation Council (MAGIC) and the Society of Automotive Engineers India (SAEINDIA) to promote innovation and to provide support to enhance the skills.

SAEINDIA has nominated our institute as a Divisional Office of the Aurangabad Division. The institute has provided the support of infrastructure and sufficient manpower to look after the various activities of the SAEINDIA. Various technical activities are organized under the SAEINDIA Aurangabad Division for knowledge transfer and gaining skills.

Students and faculties are encouraged to actively participate in national competitions organized under SAEINDIA in different categories like M BAJA, E BAJA, H BAJA, and Technology Innovation Forum for Agricultural Nurturing (TIFAN) to apply and test technical knowledge in real-world scenarios. They are also encouraged to participate in the events organized under MASSIA, CII, CMIA, NIPM, and QCFL.

The institute is also organizing several events under professional bodies like ISTE. Students and faculties are encouraged to participate in these events.

5) Evidence of Success:

The institute has organized many entrepreneurship awareness activities. Many students have participated in various entrepreneurship/startup development-related activities and benefitted. One student startup is incubated.

Several students grabbed prizes at competitions like the eYantra Ideas Competition, Mitsubishi Electric Cup, Startup India Maharashtra Yatra, Avishkar Competition, etc.

Many activities over design thinking and ideation have been conducted by external partners under the CTSE department.

The students and faculties have participated in the various events conducted under SAEINDIA. The number of students and faculties has received notable awards and recognitions. Some of them secured the first prizes or runner-up positions in these events.

Many events under ISTE have been organized. The institute has received the Best Engineering College Award 2021 at the ISTE Faculty Convention.

6) Problems Encountered and Resources Required:

Arranging infrastructure and financial support - The management of an institute has provided adequate infrastructure and facilities as and when required for conducting the activities.

Best Practice-2

1) Title of the Practice: Inculcation of Social Responsibilities through Extension Activities

2) Objectives of the Practice:

- a) To create awareness amongst the students about their social responsibilities.
- b) To inculcate the sense of belongingness through the extension activities.
- c) To provide students a platform to discharge their social responsibilities.

3) The Context:

It is observed that in the era of industrialization and technological advancements, everyone has a materialistic approach towards life. The students also appear to be absorbed in achieving their materialistic goals through different means and practices. Despite of many attempts of inculcating awareness of social issues like Health and Hygiene, Environmental Conservation, Literacy, Safety, National Integrity, Human Values, etc. remained abandoned.

4) The Practice:

The institute has adopted Lanzi/Hirapur village for implementing planned activities through the participation of student volunteers, faculty members, residents of the village, etc. The extension activities conducted to inculcate awareness of social issues and problems among students and avail the platform to discharge their social responsibilities through different student bodies. The activities are distributed into following categories,

Environment Conservation

Environment Conservation campaign is one of the most important issues that need to be addressed immediately as many other environment-related challenges are coming in. The institute promotes awareness about environment conservation through syllabi and on-campus and off-campus activities like tree plantation, environment promotion rallies, waste management, cleanliness drives etc.

Health and Hygiene

The issues of health and hygiene are of utmost importance in the current lifestyle. The participants spread the awareness in society. They address the need of a healthy diet, cleanliness and health checkup through various activities like rallies, demonstrations, informative seminars, food distribution etc. We often visit Matoshri Old Age Home for conducting different activities like health awareness and healthy diet for senior citizens.

National Integrity

The institute also organizes numerous activities to spread responsiveness among the villagers and the students about their accountability and responsibility towards nation and democratic values.

Literacy Program

The institute implements several literacy programs in the schools to impart computer literacy, the Indian knowledge system, English language, etc.

5) Evidence of Success:

A large number of social extension activities are planned and conducted by the institute for the benefit of students and society. The students are motivated to contribute to environment conservation, safety, health and hygiene, computer literacy and many more societal issues. The residents are benefited as they become keen about social issues and challenges.

6) Problems Encountered and Resources:

Most of the activities are conducted in remote places from institute where initially we encountered problems of infrastructure, availability of residents due to their dissimilar schedules. The institute has taken initiative and alleviate the problems for effective implementation of the activities at diverse locations.

The institute provides infrastructural, transportation and refreshment support to conduct extension activities. The institute also supports through availability of experts and professionals in different domains to guide different stakeholders. The institute also provides transportation facilities and necessary equipments to conduct extension activities.

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:

Institutional Distinctiveness

Title: Offering Special Institutional Level Scholarship for Underprivileged, Economically Weaker Section/Meritorious Students.

Context:

Legacy

Inspired by renowned king and great social reformer RAJARSHI CHATTRAPATI SHAHU MAHARAJ, who was a true visionary leader, his unwavering commitments to educational reforms, social justice, equality and words of wisdom “**Excellence Only Comes from Knowledge**”, inspires everyone and CSMSS-Chatrapati Shahu Maharaj Shikshan Sanstha is committed to fulfill dreams and goals of CHATTRAPATI SHAHU MAHARAJ and will strive hard to build equitable society and better future for all. Established in year 1986, young, dynamic engineer Mr. Ranjeet Padmakarrao Mulay is the president of the trust and renowned social worker, industrialist of the region Mr. Padmakarrao Haribhau Mulay is the secretary of the trust. The sole purpose is to establish a platform to promote inclusive education with access, equity and quality as its focal points for shaping the future of business and society by developing capable and responsible human resources.

Carry forwarding the legacy

Following the Chhatrapati Shahu Maharaj Shikshan Sanstha’s foot prints CSMSS Chhatrapati Shahu College of Engineering (DTE Code 2533) got established in year 2013, aiming to develop next generation competent technocrats for industry and society. The institute committed to ensure holistic development of the students by imparting value and skill-based education, inculcation of skills and professional values and providing a conducive system and environment for entrepreneurship, research and innovation. In line with this, being a rural based engineering institute, most of our students are from a very humble background and have challenging financial conditions hence our institute has implemented to offer special institutional level scholarship for underprivileged, economically weaker section/meritorious students.

Objective:

Our institute earnestly believes that it’s our moral and social responsibility to extend financial support and helping hand to all underprivileged, economically weaker section/meritorious students. It is our humble contribution towards youth empowerment and development to achieve our goal of “Nation Building” in the form of “Giving Back to Society”.

SOP (Standard Operating Procedure):

Selection of the students for availing special institutional level scholarship is as follows

Eligibility Criteria

- Students got allotment and willing to take admission in our CSMSS Chh. Shahu College of Engineering.
- Identify underprivileged, economically weaker section/ meritorious students during admission process and interaction.
- Counselling students and parents, understanding, their problems, issues and overall conditions and Assessment.
- Resolving issues and giving solutions.
- Taking application/request note from parents for availing special institutional level scholarship and forwarding it for recommendation.
- Getting approval from Principal office and the Management for implementation.

Future Road Map:

- Support from alumni and alumni fund.
- Industry Sponsored Scholarships and Mentorship.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

CSMSS Chh. Shahu College of Engineering awarded with Grade 'A' for its overall excellent performance in Engineering Education by Dr Babasaheb Ambedkar Marathwada University, Aurangabad. In ISTE Convention 2022 Maharashtra and Goa region, our institute awarded "Best Engineering College 2021". Our Institute received research grant of amount Rs. 22 Lakhs from ISRO for the project "Spectral deconvolution of Ch-2 IIRS data using bidirectional reflectance function to study mineralogical composition of Lunar surface". We established Centre of Excellence for Electric Vehicle and organized Energy Conclave 2022 in collaboration with CMIA (Chamber of Marathwada Industries and Associations) to create awareness about EV and its usage in our region. The institution always encourages students to utilise the MOOC course like NPTEL, Infosys Springboard, Coursera to improve the technical knowledge as per industry requirements.

Concluding Remarks :

CSMSS Chh. Shahu College of Engineering believes in throughout academic journey of students by giving proper aptitude training sessions, hands-on projects to understand latest technology, and collaborative opportunities with local industries. This will help students to improve their technical skills and preparing them for future challenges of the engineering world. Our institute always focus to impart problem-solving abilities, and a strong ethical foundation among students. The students and faculty members maintain excellent rapport resulting in a conducive learning ambience in the campus. IQAC implements policies and plans of the institute and periodically monitors the academic excellence. Our institute always aspires to achieve excellence in the field of education that is more relevant to the societal needs.

The institute has MoU with several industries in and around Aurangabad to provide internship opportunities to students.

Institute short term goals are:

1. To encourage faculty members to undertake consultancy assignments.
2. To get accredited by NAAC and NBA.

The institute has embarked on a journey that has to align itself with the National Education Policy in providing multidisciplinary education to its students for a lifelong learning experience and a successful career.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>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)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :15</p> <p>Remark : As per clarification received from HEI, and excluding those course which are part of the regular university curriculum, thus DVV input is recommended.</p>																				
1.2.2	<p><i>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</i></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1448</td> <td>1238</td> <td>1106</td> <td>1094</td> <td>1135</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>418</td> <td>458</td> <td>328</td> <td>541</td> <td>292</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, and according to the changes done in the above related metric, thus DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1448	1238	1106	1094	1135	2022-23	2021-22	2020-21	2019-20	2018-19	418	458	328	541	292
2022-23	2021-22	2020-21	2019-20	2018-19																	
1448	1238	1106	1094	1135																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
418	458	328	541	292																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 1340</p> <p>Answer after DVV Verification: 1083</p> <p>Remark : As per clarification received from HEI, and according to the certificates provided, thus DVV input is recommended.</p>																				
2.1.2	<p><i>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</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during</p>																				

last five years (Exclusive of supernumerary seats)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
149	119	105	42	44

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
149	119	105	42	44

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
182	182	182	182	159

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
258	251	237	234	204

Remark : As per clarification received from HEI, and data for the metric id 2.1.2.2 should be 50% according to the state reservation policy, of the data of the metric id 2.1.1.2, thus DVV input is recommended.

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)**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)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30.33	0.0295	0.065	6.02640	2.05074

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
30.33	0.02	0.00	5.95	1.90

Remark : As per clarification received from HEI, and data crosschecked with CA certificates and excluding cube testing cement testing etc., as research grants to be considered , thus DVV input is recommended.

3.2.2 Number of workshops/seminars/conferences including on Research Methodology, Intellectual

Property Rights (IPR) and entrepreneurship conducted during the last five years**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	12	13	6	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	08	05	05

Remark : As per clarification received from HEI, thus DVV input is recommended.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
37	28	39	30	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	21	36	30	21

Remark : As per clarification received from HEI, and calender year to be considered and Publication in the UGC CARE with ISSN will only be considered, thus DVV input is recommended.

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**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	14	2	8	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	11	02	03	03

Remark : As per clarification received from HEI, and calender year to be considered and books with ISBN number only to be considered, thus DVV input is recommended.

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.***

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	4	8	19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	05	03	05	04

Remark : As per clarification received from HEI, and extension and outreach programs conducted for community to be considered, thus DVV input is recommended.

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.***

Answer before DVV Verification :

Answer After DVV Verification :50

Remark : As per clarification received from HEI, and only functional MOUs/ collaborations/ linkages during the assessment period to be considered, thus DVV input is recommended.

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)***

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)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
153.36	88.10	64.61	116.26	234.94

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
51.16	12.54	13.65	21.24	08.94

Remark : As per clarification received from HEI, and values for the expenditure on repair and maintenance only to be considered, thus DVV input is recommended.

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***

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1818	1705	1559	1424	1386

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1767	1673	1505	1369	1318

Remark : As per clarification received from HEI, and excluding partial fee weiver which is not verified by the C.A certificate, thus DVV input is recommended.

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*

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. 1 of the above

Remark : As per clarification received from HEI, and according to the supporting documents provided, thus DVV input is recommended.

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: B. 3 of the above
 Remark : As per clarification received from HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	7	2	11	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : As per clarification received from HEI, and inter collegiate awards, participation level awards should not be considered, thus DVV input is recommended.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
40	33	26	35	38

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
07	06	05	06	07

Remark : As per clarification received from HEI, and Multiple activities on the relatively closer dates to be considered as one only, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
63	43	51	65	72

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
26	31	18	09	38

Remark : As per clarification received from HEI, and financial support of less than Rs 5000 per faculty per year should not be considered, thus DVV input is recommended.

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**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
95	98	111	94	75

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
54	60	74	67	71

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
41	38	37	27	26

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
41	38	37	27	26

Remark : As per clarification received from HEI, and Less than 5 days FDPs, MDPs are not to be considered, thus DVV input is recommended.

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : As per clarification received from HEI, and Auditing from Government / Govt. recognized organizations, University departments, recognized / certified non-profit NGOs shall be considered, thus DVV input is recommended.

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): Answer before DVV Verification : 152 Answer after DVV Verification : 153</p>