# YEARLY STATUS REPORT - 2023-2024

## Part A

## Data of the Institution

**1. Name of the Institution**
ALL INDIA SHRI SHIVAJI MEMORIAL SOCIETY'S COLLEGE OF ENGINEERING, PUNE

- Name of the Head of the institution
Dattatraya Shankar Bormane

- Designation
Principal

- Does the institution function from its own campus?
Yes

- Phone no./Alternate phone no.
02026059562

- Mobile No:
9850282286

- Registered e-mail
principal@aissmscoe.com

- Alternate e-mail
bdattatraya@gmail.com

- Address
AISSMS College of Engineering, 1 Kennedy Road, Pune

- City/Town
Pune

- State/UT
Maharashtra

- Pin Code
411001

**2. Institutional status**

- Affiliated / Constitution Colleges
Affiliated

- Type of Institution
Co-education

- Location
Urban

- Financial Status **Self-financing**


- Name of the Affiliating University **Savitribai Phule Pune University**

- Name of the IQAC Coordinator **Dr C S Choudhari**

- Phone No. **02026058587**

- Alternate phone No. **9822446264**

- Mobile **9822446264**

- IQAC e-mail address **iqac@aissmscoe.com**

- Alternate e-mail address **cschoudhari@aissmscoe.com**

**3.Website address (Web link of the AQAR (Previous Academic Year)** [https://aissmscoe.com/naac/aqar/](https://aissmscoe.com/naac/aqar/)

**4.Whether Academic Calendar prepared during the year?** **Yes**

- if yes, whether it is uploaded in the Institutional website Web link: [https://aissmscoe.com/academics/academic-calendar/](https://aissmscoe.com/academics/academic-calendar/)

**5.Accreditation Details**

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|-------|-------|------|----------------------|---------------|-------------|
| Cycle 2 | A+ | 3.47 | 2024 | 16/05/2024 | 15/05/2029 |
| Cycle 1 | A+ | 3.29 | 2018 | 26/09/2018 | 25/09/2023 |

**6.Date of Establishment of IQAC** **21/08/2017**

**7.Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,**

| Institutional/Department /Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|---|---|---|---|---|
| Department of Civil Engineering | AICTE ATAL | AICTE | 2023 | 350000 |
| Dr M M Sayyad | Ministry of Textiles, Government of India | Ministry of Textiles, Government of India | 2023 | 21,28,800 |

**8.Whether composition of IQAC as per latest NAAC guidelines**    Yes

- Upload latest notification of formation of IQAC    View File

**9.No. of IQAC meetings held during the year**    03

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?    Yes

- If No, please upload the minutes of the meeting(s) and Action Taken Report    View File

**10.Whether IQAC received funding from any of the funding agency to support its activities during the year?**    No

- If yes, mention the amount

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

1. NAAC Peer team visited institute on 9th and 10th May 2024. Institute received A+ grade.

2. NBA peer team visited six UG programs of the institute on 26th, 27th and 28th April 2024. All six programs are accredited by NBA.

3. NBA peer team visited Electronics and Telecommunication program of the institute on 19, 20 and 21 April, 2024. Electronics and Telecommunication program are accredited by NBA.

4. Introduction of New courses: VLSI Design and Technology program newly introduced and intake of Robotics and Automation Program was raised to 60 from 30.

5. Department of Civil Engineering organized AICTE ATAL Sponsored One Week Faculty Development Program on "Earthquake Engineering and Vibration Control", 11-16 December 2023, AICTE Funds: 3.5 Lakh Rupees

**12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year**

| Plan of Action | Achievements/Outcomes |
|---|---|
| Preparation for NAAC Cycle II | Institute received A+ grade with CGPA of 3.47. |
| Accreditation of all programs by NBA | Total seven programs are accredited by NBA for three years. |
| Preparation of Strategic plan and SWOC analysis | Strategic plan for 2023 -2029 was prepared and displayed on institute website. |
| Start of new courses | VLSI Design and Technology program newly introduced and intake of Robotics and Automation Program was raised to 60 from 30 |
| Implementation of NEP | Faculty contributed in curriculum development at university level and at institute level, especially, in view of NEP 2020 |
| Preparations for Autonomy | Application form for Autonomy is ready for submission. |

**13.Whether the AQAR was placed before statutory body?**     **Yes**

- Name of the statutory body

| Name | Date of meeting(s) |
|------|--------------------|
| CDC | 25/09/2024 |

**14.Whether institutional data submitted to AISHE**

| Part A |
|---|
| **Data of the Institution** |

| 1.Name of the Institution | **ALL INDIA SHRI SHIVAJI MEMORIAL SOCIETY'S COLLEGE OF ENGINEERING, PUNE** |
|---|---|
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| • Designation | **Principal** |
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| • City/Town | **Pune** |
| • State/UT | **Maharashtra** |
| • Pin Code | **411001** |
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| **Dr M M Sayyad** | **Ministry of Textiles, Government of India** | **Ministry of Textiles, Government of India** | **2023** | **21,28,800** |

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|---|---|

| | | |
|---|---|---|
| • Upload latest notification of formation of IQAC | View File | |
| **9.No. of IQAC meetings held during the year** | 03 | |
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| • If yes, mention the amount | | |

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| Name | Date of meeting(s) |
|---|---|
| CDC | 25/09/2024 |

**14.Whether institutional data submitted to AISHE**

| Year | Date of Submission |
|---|---|
| 2024 | 15/02/2024 |

**15.Multidisciplinary / interdisciplinary**

In order to encourage multidisciplinary and interdisciplinary approach, institute focuses on implementation of certain changes

incorporated in the curriculum at university level such as honor degrees, project-based learning, industry internships, audit courses, electives / open electives. Internship, projects, project-based learning, audit courses are mandatory as per curriculum whereas students are motivated to adopt honor courses and open electives for better exposure to multi and inter disciplinary approach. Efforts are put across various departments to motivate students for interdisciplinary projects. Choices of the audit courses at department level are in line with the multidisciplinary approach for overall development of student. Interdepartmental project exhibition is organized annually in the institute providing multidisciplinary exposure to students. Through various students' chapters and clubs, interdisciplinary projects are carried out involving a blend of students from different disciplines. Institute offers program Mechanical Engineering with Sandwich pattern wherein students get opportunity to work in industry for one year. During industry training students work on live industry project with multi and inter disciplinary approach. In overall, every effort is put by the institute to promote multidisciplinary / interdisciplinary approach through curricular, co-curricular and extra-curricular activities.

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

The institute has registered on National Academic Depository (NAD) (ID: NAD064909). The institute also has academic bank of credit (ABC) account. The institute appeals the students to create Digi locker account and then subsequently register individual ABC account. After registration of ABC account, the student has to upload its ABC ID on affiliating university portal (SPPU) through his/her student profile system of the university. The institute uploads marks/credits of the student through online internal marks entry system of SPPU. The earned credits are fetched to students ABC account.

## 17. Skill development:

As per NEP 2020, one of the focused outcomes is skill development of learner. Gained knowledge is always required to be shared with the society or to be used for the benefit of the society / industry through various skills. At AISSMS COE, various skills focused are communication: verbal and written, ability to use modern IT tools, ability to work as an individual and as a member of team and "Life Learning". At the same time, ability of the student to apply gained knowledge to solve real life problems is also focussed. Institute has established Entrepreneurship and

skill development committee, Institute Innovation Council and various students' chapters for conducting different activities providing real life exposure and skill development. Participation in Project exhibitions, innovation related competitions, paper / poster presentation are the platforms were students are encouraged to show their creativity and skills. Self-learning assignments, course activity for every course as an assignment, industry internships, audit and honor courses are the avenues available for students to develop various skills.

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

The institute is dedicated to the appropriate integration of the Indian Knowledge System in education. It emphasizes the use of the local language in official communication alongside English. Faculty members leverage regional languages for instructional purposes, ensuring comprehensive understanding of complex concepts in both the regional language and English. The institute takes pride in its vibrant Cultural Club, actively organizing and participating in various cultural events conducted in regional languages. The annual social event, 'Shivanjali,' showcases classical and semi-classical singing, Bharatanatyam, Kathak, and regional/folk dances, highlighting the diverse talents of students. The college's Magazine committee annually publishes annual magazine with a blend of Marathi, Hindi, and English languages. NSS unit of the institute organizes extension activities such as celebration of national days, regional festivals sensitizing of students towards regional culture. The institute has proposed a credit course on the Indian Knowledge System in the revised syllabus by the university, further emphasizing its commitment to integrating indigenous knowledge into the academic curriculum. Faculty of the institute is encouraged to undergo faculty development programs on effective implementation of Indian knowledge system through curriculum and various academic activities.

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

In the institute, each department has administrative system for implementation of OBE which includes Course Coordinator, Module coordinator, Program Coordinator, PAQIC Committee, department advisory board (DAB) and internal quality assurance cell (IQAC). Every department has well defined Program Outcomes (PO), Program Specific Outcomes (PSO) and Program Education Objectives (PEO). The PSOs, POs and COs are designed using top-down approach. Each course has specific measurable course outcomes. Each course

outcome is mapped with the Program outcomes and programspecific objectives. While calculating the attainment level bottom to top approach is used. For each course, the attainment level of all course outcomes is arrived at rigorously based on the student performance in the internal and external examinations and course end survey. CO attainment contributes to PO-PSO attainment. Exit survey, alumni, and employer surveys are conducted for indirect assessment of the PO-PSOs. Each department has a Program Assessment Committee (PAQIC). The quality of the test paper is examined by the PAQIC. Before commencement of the semester, PAQIC analyzes the CO-PO mapping of the courses and defines the curriculum gaps. Various activities are planned and conducted to cover the curriculum gaps. During the semester, various assessment tools such as unit tests, assignment, quizzes, etc. are used to analyze the attainment of POs and PSOs. External assessment tools are also considered to compute the final attainment of POs and PSOs. If the POs are not satisfied to the target level, the course teacher is advised to improve the same by conducting various activities. Thus, the Institute follows a well-defined OBE system.

### 20.Distance education/online education:

The institute always has inclination towards online/distance education. Various platforms including Google Drive, Google Classrooms and Microsoft teams have been seamlessly incorporated for the effective delivery and evaluation of courses. On Google Classroom, students can easily access comprehensive course content, including academic calendars, syllabi, PowerPoint presentations (PPTs), and notes. Acknowledging the importance of distance learning opportunities, the institute motivates students to join various online certification courses platforms such as CourseEra, Udemy, and eKeeda. The institute proudly serves as a nodal centre for SWAYAM courses. The institute library also offers online access to its e-journals and blog. The institute has created YouTube channel wherein recorded lectures of faculty are available. To facilitate assessments, online assignments and quizzes have been embraced. Multiple-choice question (MCQ) tests are conducted through the Moodle platform. Google Meet is utilized for both live and recorded online sessions, where student activities are also conducted seamlessly. Lecture recordings and practical sessions are made conveniently accessible on YouTube for students' reference.

# Extended Profile

### 1.Programme

| 1.1 Number of courses offered by the institution across all programs during the year | **473** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

**2.Student**

| 2.1 Number of students during the year | **2661** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.2 Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year | **370** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.3 Number of outgoing/ final year students during the year | **719** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

**3.Academic**

| 3.1 Number of full time teachers during the year | **157** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

| 3.2 Number of Sanctioned posts during the year | **157** |
|---|---|

| File Description | Documents |
| --- | --- |
| Data Template | View File |

## 4.Institution

| | |
| --- | --- |
| 4.1<br><br>Total number of Classrooms and Seminar halls | **46** |
| 4.2<br><br>Total expenditure excluding salary during the year (INR in lakhs) | **1311.26** |
| 4.3<br><br>Total number of computers on campus for academic purposes | **1090** |

# Part B

## CURRICULAR ASPECTS

### 1.1 - Curricular Planning and Implementation

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

**The Academic Development and Monitoring Committee (ADMC) of the Institute oversees strategic planning and monitoring to foster an effective teaching-learning environment, supported by departmental Program Assessment and Quality Improvement Committees (PAQIC). The Process Manual contains documented policies for curriculum implementation, available on the Institute's website. Academic activities are organised by integrating contributions from the Savitribai Phule Pune University (SPPU) calendar, IQAC, DAB, and various stakeholders into both institutional and departmental calendars. Students receive notifications regarding the start of the term via notices, emails, SMS, and ERP systems. Faculty are assigned courses according to their expertise, and teaching plans are submitted to the ERP system. Outcome-based education is observed through innovative pedagogy, information and communication technology, expert lectures, projects, e-learning platforms, and various participatory methods. Academic performance is assessed via tests, assignments, and project evaluations according to established rubrics. Early identification of advanced and slower learners facilitates targeted support, while internal test question papers are aligned with Course Outcomes and Bloom's Taxonomy. Parents receive notifications every two weeks regarding**

attendance concerns, while feedback is systematically gathered from students and stakeholders. Actionable insights are documented and communicated. Compliance with the academic calendar is maintained via audits, meetings, and course file assessments, fostering comprehensive student development.

| File Description | Documents |
|---|---|
| Upload relevant supporting document | [View File](#) |
| Link for Additional information | https://naac.aissmscoe.com/cycle3/aqar2023-24/criteria1/1.1.1-1.1.2.pdf |

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

The effective implementation of the curriculum is ensured by supplementing classroom teaching with expert lectures, presentations/seminars, mini projects, in-house and industry-supported projects, project-based learning, tutorials, group assignments, case studies, industry visits, industrial training, internships, hands-on sessions, e-learning, NPTEL lectures, V-lab, Coursera, Ekeeda, Udemy, MOOC courses, technical quiz, assignments, internal-tests, etc. Academic performance is assessed through class tests, assignments, course activities, continuous assessment for practical, term work, projects, and seminars through well-defined rubrics. To foster holistic development, soft-skills training, value-added courses, internships, counseling, and cocurricular/extracurricular activities are organized. Advanced and slower learners are identified at the beginning of the term based on prerequisite tests and results from the previous semester. Question papers for internal tests are crafted depicting Course Outcomes and Bloom's Taxonomy. The departmental PAQIC oversees the quality of the question papers. Assignments are given after completion of every two units and are assessed based on timely submission and quality of response. Final-year students are undergoing two internal reviews per semester. A review panel assesses the quality of the project through well-defined rubrics.Adherence to the academic calendar is monitored periodically through course file verification, department meetings, GFM meetings, and internal academic and administrative Audits.

| File Description | Documents |
|---|---|
| Upload relevant supporting documents | View File |
| Link for Additional information | https://naac.aissmscoe.com/cycle3/aqar2023-24/criteria1/1.1.1-1.1.2.pdf |

| 1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University  Setting of question papers for UG/PG programs  Design and Development of Curriculum for Add on/ certificate/ Diploma Courses  Assessment /evaluation process of the affiliating University | A. All of the above |
|---|---|

| File Description | Documents |
|---|---|
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View File |
| Any additional information | View File |

## 1.2 - Academic Flexibility

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

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

**16**

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Minutes of relevant Academic Council/ BOS meetings | No File Uploaded |
| Institutional data in prescribed format (Data Template) | View File |

**1.2.2 - Number of Add on /Certificate programs offered during the year**

**1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)**

**679**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Brochure or any other document relating to Add on /Certificate programs | View File |
| List of Add on /Certificate programs (Data Template ) | View File |

**1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year**

**2661**

**1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year**

**3856**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| Details of the students enrolled in Subjects related to certificate/Add-on programs | View File |

**1.3 - Curriculum Enrichment**

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

**The institute integrates topics on gender equality, environment, sustainability, human values, and professional ethics into the curriculum through elective, audit, and value-added courses. Programs include courses like environmental engineering, disaster management, industrial management, energy audit management, and human rights to promote holistic development. Specialized courses such as Energy Engineering, Sustainable Energy Systems, and Energy Resources address environmental sustainability across disciplines. Internships further expose students to modern tools, technologies, and industry practices, fostering awareness of professional and social aspects.**

The institute organizes expert talks and seminars on crosscutting topics, including climate change, solar energy, and resource efficiency. The Vishakha Cell promotes women's empowerment, while NSS conducts initiatives like Swachh Bharat Abhiyan, tree plantations, disaster management training, and awareness programs on road safety, human rights, and climate change. Activities like blood donation camps and village adoption initiatives reinforce human values.

Professional ethics are emphasized through participation in seminars, workshops, and tech fests like "AISSMS Engineering Today." Student Chapters of organizations such asInstitution of Engineers (IE(I), Solar Energy Society of India (SESI), Computer Society of India (CSI), Institution of Electronics and Telecommunication Engineers (IETE), Indian Concrete Institute, Society of Automotive Engineers (SAE), Indian Institution of Chemical Engineers along with clubs like "Drone" and "Robotics," nurture technical expertise and social consciousness. The Entrepreneurship Development Cell (EDC) fosters entrepreneurial skills, addressing employability, research, and societal needs among students.

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum | View File |

## 1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

21

| File Description | Documents |
|---|---|
| Any additional information | No File Uploaded |
| Programme / Curriculum/ Syllabus of the courses | No File Uploaded |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | No File Uploaded |
| MoU's with relevant organizations for these courses, if any | View File |
| Number of courses that include experiential learning through project work/field work/internship (Data Template) | View File |

**1.3.3 - Number of students undertaking project work/field work/ internships**

2066

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List of programmes and number of students undertaking project work/field work/ /internships (Data Template) | View File |

**1.4 - Feedback System**

| **1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni** | A. All of the above |
|---|---|

| File Description | Documents |
|---|---|
| URL for stakeholder feedback report | View File |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | View File |
| Any additional information(Upload) | View File |

| 1.4.2 - Feedback process of the Institution may be classified as follows | A. Feedback collected, analyzed and action taken and feedback available on website |
|---|---|

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| URL for feedback report | https://aissmscoe.com/stakeholders/ |

## TEACHING-LEARNING AND EVALUATION

## 2.1 - Student Enrollment and Profile

## 2.1.1 - Enrolment Number Number of students admitted during the year

## 2.1.1.1 - Number of sanctioned seats during the year

**976**

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

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

## 2.1.2.1 - Number of actual students admitted from the reserved categories during the year

**282**

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

## 2.2 - Catering to Student Diversity

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

**After the admissions of first year engineering is over, the compiled data of new students was collected from ERP. This data helps to know the student's academic and family background, skills learnt in school / junior college, the hobbies/interest in various fields. It portraits students' profile and analysis of the data helps to evaluate the learning level of each student. Activities like Yoga, Motivational Talk, Health awareness etc were conducted during first year Induction program. Interaction with students in this program also helps to understand their learning level. Guardian faculty member (GFM) along with subject teachers identified slow and advanced learner. In weekly meetings with all faculties of respective classes, the GFM and Mentors conducted discussions based on examination results (internal and external), and current day-to-day interactions/experiences with students. This helps them to understand the student learning levels. Based on this evaluation special activities are undertaken as per need. This data analysis is referred by GFMs and Mentors of FE classes and passed on subsequently to GFMs and Mentors of next term. The activities conducted for slow learners are extra lectures, question paper solving etc. For advanced learner the activities conducted are guest lecture, paper publication, NPTEL courses etc.**

| File Description | Documents |
|---|---|
| Link for additional Information | https://naac.aissmscoe.com/cycle3/aqar2023-24/criteria2/2.2.1.pdf |
| Upload any additional information | View File |

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

| Number of Students | Number of Teachers |
|---|---|
| 2661 | 157 |

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

## 2.3 - Teaching- Learning Process

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

Various instructional methods and pedagogical initiatives in online and offline mode are adopted for student centric methods.The following Student centric methods are used for effective learning :

Experiential learning: It's opportunities are seamlessly integrated into the institute's curriculum. Internships and Industrial visits bridge theoretical knowledge with real-world applications. Participation in competitions like hackathons fosters creativity, teamwork, and problem-solving abilities. The virtual labs, online courses like NPTEL and simulation software enhances students' practical skills and encourage continuous learning. Hands on Workshop and Industry-sponsored projects provides application oriented experience.

Participatory learning: It thrives through diverse platforms within the institute. Membership in professional bodies like IETE, SAE offers students opportunities to excel professionally. Student clubs foster communication and leadership skills. The annual technical event AISSMS ET and the social gathering "Shivanjali" nurtures creativity.

Problem-solving methods: They are essential components of the learning experience, offering students numerous benefits and practical skills. Through project-based learning (PBL), teams of 3-5 students collaboratively tackle real-world problems under mentor guidance. Additionally, the final year project allows students to apply their knowledge to real-life scenarios, promoting creativity, innovation, and independent learning. Mini-projects further enhance students' understanding of specific concepts, while collaborative efforts within department clubs facilitate joint problem-solving.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Link for additional information | https://naac.aissmscoe.com/cycle3/aqar2023-24/criteria2/2.3.1.pdf |

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

The classrooms and laboratories are ICT enabled with projectors installed and the campus is enabled with high speed wi-fi connection. Integration of ICT in teaching has very important significance on the learning attitude of students, creativity, knowledge construction, learning environment, teaching strategies, problem solving skills and understanding concepts using different tools. The various ICT tools used by faculty are:

Learning Management Systems(LMS): ERP, Google applications like google classroom are used for online teaching and to share course related information like notes, assignments, tests, question bank, reference material, quiz, Lab manuals, Lecture videos, etc.

Virtual Labs and simulation software: Different simulation software like MATLAB, AUTOCAD, WEKA, ETAP, etc are used to carry out experiments in the laboratory. Along with laboratory experiments prescribed by university syllabus, one or more additional virtual lab experiments from IIT web portal are conducted for some experiments.

Faculty have prepared some youtube lecture videos and also use NPTEL/MOOC courses for better understanding of some topics .

Online drawing tools like Wacom tablet are used to teach mathematical subjects and drawings. Other online tools like Mentimeter , Quizziz ,GitHub, smart boards, PPTs, demonstration videos, Google Colab are used to improve the effectiveness of the teaching- learning process.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | https://naac.aissmscoe.com/cycle3/aqar2023-24/criteria2/2.3.2.pdf |

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

## 2.3.3.1 - Number of mentors

**146**

| File Description | Documents |
|---|---|
| Upload, number of students enrolled and full time teachers on roll. | [View File](#) |
| Circulars pertaining to assigning mentors to mentees | [View File](#) |
| mentor/mentee ratio | [View File](#) |

## 2.4 - Teacher Profile and Quality

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

**157**

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

## 2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

## 2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C  Superspeciality / D.Sc. / D.Litt. during the year

**60**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template) | View File |

**2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)**

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

**14.18**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| List of Teachers including their PAN, designation, dept. and experience details(Data Template) | View File |

**2.5 - Evaluation Process and Reforms**

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

The assessment framework integrates internal and external evaluation processes, emphasizing transparency and efficiency while fostering a student-centric approach.

Internal Assessment: Continuous evaluation is achieved through timely class tests and assignments, outlined in academic calendars and displayed on notice boards. Answer sheets are evaluated diligently, with results shared for student verification within a week. Transparency is ensured through assessment rubrics, and parents are informed of student progress via mentor faculty. Queries are addressed promptly, promoting a supportive and collaborative learning environment.

External Assessment: Savitribai Phule Pune University (SPPU) manages in-semester, end-semester, and oral/practical examinations. Schedules are transparently communicated via notice

boards and the university website. External examiners ensure impartiality, and students can request photocopies of answer sheets to reinforce transparency and accountability.

Assessment of Term Work, Seminar, Project, and Project Based Learning: Evaluations consider regularity, understanding, teamwork, and communication skills. Rubrics and evaluation processes are shared at the semester's start, ensuring clarity. Term work marks are prominently displayed on notice boards, providing students with performance insights and fostering accountability.

This integrated evaluation system ensures transparency, supports continuous learning, and promotes collaboration among students, faculty, and parents, enhancing the overall academic experience.

| File Description | Documents |
| --- | --- |
| Any additional information | [View File](#) |
| Link for additional information | https://naac.aissmscoe.com/cycle3/aqar2023-24/criteria2/2.5.1.pdf |

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

A robust grievance redressal system, led by the College Examination Officer (CEO), stands as a pillar for effective conflict resolution. Internal concerns are initially addressed by course teachers, with the option for escalation to Guardian Faculty Members (GFMs) should the need arise. If matters persist, further recourse is available through the head of the department and ultimately, the Principal, ensuring a comprehensive approach to grievance resolution. Oversight by the grievance committee, operating under the Principal's guidance, ensures that grievances are handled promptly and corrective actions are duly documented. For grievances related to external evaluations, the CEO serves as the conduit, directing complaints to the university examination cell via the Principal. The university has established an accessible online platform for lodging grievances, encompassing requests for photocopies, rechecking, or revaluation of answer sheets. To enhance transparency, university circulars detailing various grievance procedures are prominently displayed on notice boards and readily available on the university website. Timely corrective measures are enforced by university authorities within stipulated periods, ensuring accountability and fairness. The CEO

assumes a pivotal role in facilitating corrective actions by Savitribai Phule Pune University (SPPU), fostering continuous improvement within the assessment framework. By coordinating with university entities, the CEO ensures that student grievances are addressed efficiently, contributing to the ongoing enhancement of the evaluation process.

| File Description | Documents |
|---|---|
| Any additional information | [View File](#) |
| Link for additional information | https://naac.aissmscoe.com/cycle3/aqar2023-24/criteria2/2.5.2.pdf |

## 2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

The PEOs, POs, PSOs, and COs for all programs are accessible on the institute's official website and prominently displayed in HoD and staff cabins, laboratories, notice boards, and department displays. They are also communicated via emails, induction presentations, and parent meetings, ensuring all stakeholders understand the institute's objectives and expectations.

Aligned with Outcome-Based Education (OBE), the institute ensures every program reflects its vision and mission. Program Educational Objectives (PEOs) and Program Specific Outcomes (PSOs) capture each program's broader goals, while Program Outcomes (POs) adhere to National Board of Accreditation (NBA) graduate attributes. COs, derived from PSOs, are crafted to guide course-level objectives. Each course features 4-6 SMART (Specific, Measurable, Achievable, Relevant, Time-bound) outcomes based on unit content and Bloom's Taxonomy.

COs are finalized in Program Assessment and Quality Improvement Committee (PAQIC) meetings to ensure relevance and rigor. Industry feedback and a robust faculty-student feedback loop guide continuous refinement of PSOs and COs, aligning programs with evolving industry demands. Regular evaluation of assessment data identifies areas for improvement and enhancement.

This dynamic OBE framework fosters academic excellence, student success, and alignment with industry needs, creating a transparent, adaptive, and student-centered learning environment

**committed to holistic education.**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for Additional information | https://aissmscoe.com/chemical-engineering/introduction/ |
| Upload COs for all courses (exemplars from Glossary) | **No File Uploaded** |

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

**CO Attainment: The CO attainment process involves measurable criteria, data collection, analysis, and using insights for improvement. A systematic evaluation process begins with selecting assessment tools, both direct and indirect. Direct tools include internal assessments (tests, assignments) and external evaluations (In-sem, End-sem, Term Work, Oral/Practical). Indirect tools, such as Course End Surveys, complement this by gathering student feedback.**

**Mapping assessment tools to COs ensures consistency and alignment with learning outcomes. Attainment levels are measured by the percentage of students meeting predefined marks thresholds, classified into three levels reflecting performance. CO attainment is calculated using a weighted average method, with 80% weightage for direct tools and 20% for indirect tools, ensuring a thorough evaluation.**

**Attainment of PO/PSO: Program Outcomes (POs) and Program Specific Outcomes (PSOs) guide curriculum design and are assessed using direct tools (internal and external) and indirect tools (e.g., surveys from graduates, alumni, parents, and employers). Equal weightage among indirect tools enhances holistic evaluation. Departments analyze attainment values, set targets, and address shortfalls by refining resources, teaching methods, and assessments.**

**Evaluation: Targets are set by the Programme Assessment and Quality Improvement Committee (PAQIC). Unmet targets prompt improvements, while achieved targets lead to higher benchmarks. A balanced 80% (direct) and 20% (indirect) weightage ensures comprehensive program evaluation, fostering continuous improvement.**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for Additional information | Nil |

## 2.6.3 - Pass percentage of Students during the year

## 2.6.3.1 - Total number of final year students who passed the university examination during the year

**669**

| File Description | Documents |
|---|---|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View File |
| Upload any additional information | No File Uploaded |
| Paste link for the annual report | Nil |

## 2.7 - Student Satisfaction Survey

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

https://naac.aissmscoe.com/cycle3/aqar2023-24/criteria2/2.7.1.pdf

## 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 year (INR in Lakhs)

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

**21.28**

| File Description | Documents |
|---|---|
| Any additional information | **No File Uploaded** |
| e-copies of the grant award letters for sponsored research projects /endowments | <u>View File</u> |
| List of endowments / projects with details of grants(Data Template) | <u>View File</u> |

**3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year**

**3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year**

**1**

| File Description | Documents |
|---|---|
| List of research projects and funding details (Data Template) | <u>View File</u> |
| Any additional information | **No File Uploaded** |
| Supporting document from Funding Agency | <u>View File</u> |
| Paste link to funding agency website | **Nil** |

**3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year**

**3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year**

**37**

| File Description | Documents |
|---|---|
| Report of the event | <u>View File</u> |
| Any additional information | **No File Uploaded** |
| List of workshops/seminars during last 5 years (Data Template) | <u>View File</u> |

**3.2 - Research Publications and Awards**

**3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year**

**3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year**

**128**

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

**3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year**

**3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year**

**21**

| File Description | Documents |
|---|---|
| Any additional information | View File |
| List books and chapters edited volumes/ books published (Data Template) | View File |

**3.3 - Extension Activities**

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

**The institute organizes a numerous extension activity to promote institute-community interaction and sensitize the students towards community needs. Extension Activities aims atenabling our volunteers to develop social responsibility, learning by work experience and leadership quality. Students and faculty volunteers have contributed in the field of mass literacy, environment preservation, watershed management, health education, disaster management, food for the homeless, communal and social harmony etc. Blood donation camp, plasma donation camp.**

**Students go the adopted villages to involve themselves in the field work thereby knowing the problems of the villagers. Main Activities – Thrust Areas: Fit India, Environment protection,**

Personal health & hygiene, Mental wellbeing, National integration & harmony, Energy saving & promote renewable energy, Life skills development, Soil and Water Testing, clean drinking water facilities (RO Plant), drainage free village (Soak Pits), Swachh gram Abhiyan, Tabaco free campaign, Eradication of superstition, organic farming.The spirit of voluntary work through sustained community interaction and campus to community connect is enthralled amongst students, which reflects on the personality development of students through community service.

These activities have a positive impact on the students, and theydeveloped campus community relationships, leadership skills, social entrepreneurship and self-confidenceand understand The Real World.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://naac.aissmscoe.com/cycle3/aqar2023-24/criteria3/3.3.1.pdf |
| Upload any additional information | View File |

**3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year**

**3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year**

14

| File Description | Documents |
|---|---|
| Any additional information | View File |
| Number of awards for extension activities in last 5 year(Data Template) | View File |
| e-copy of the award letters | No File Uploaded |

**3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., ( including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs ) during the year**

**3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year**

**39**

| File Description | Documents |
|---|---|
| Reports of the event organized | View File |
| Any additional information | No File Uploaded |
| Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template) | View File |

**3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year**

**3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year**

**788**

| File Description | Documents |
|---|---|
| Report of the event | View File |
| Any additional information | No File Uploaded |
| Number of students participating in extension activities with Govt. or NGO etc (Data Template) | View File |

**3.4 - Collaboration**

**3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year**

**382**

| File Description | Documents |
|---|---|
| e-copies of linkage related Document | View File |
| Details of linkages with institutions/industries for internship (Data Template) | View File |
| Any additional information | No File Uploaded |

**3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year**

**3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year**

**54**

| File Description | Documents |
|---|---|
| e-Copies of the MoUs with institution./ industry/corporate houses | View File |
| Any additional information | **No File Uploaded** |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the year | View File |

**INFRASTRUCTURE AND LEARNING RESOURCES**

**4.1 - Physical Facilities**

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

The institution boasts state-of-the-art infrastructure, aligning with AICTE, DTE, and SPPU guidelines to support curricular, co-curricular, and extracurricular activities. Facilities include modern classrooms, seminar halls, and laboratories equipped with LCD projectors, sound systems, digital smart boards, internet connectivity, and ergonomic furniture. Advanced technology includes 1 interactive touch panel, 8 smart boards, 10 biometric systems, and 10 lecture capture systems.

The Enterprise Resource Planning (ERP) system ensures efficient management of student support, academics, and examinations. Laboratories feature cutting-edge equipment like a five-axis industrial robot, EDS, Bearing Life Testing, and a Four Ball Tester. Workshops provide practical exposure in mechanical fields. A robust network of 1090 computers with 500 Mbps bandwidth and 40 Wi-Fi access points ensures seamless internet access, secured by the Sophos XGS 3300 Firewall.

The library houses 37,014 printed books, 16,044 e-books, 91 national journals, and 1,016 e-journals, complemented by RFID and Slim 21 systems. Dedicated facilities include a T&P cell, ramps, elevators, CCTV surveillance, fire safety systems, and specialized activity clubs like Robotics, BAJA, and SUPRA. Additional amenities include a canteen, ATM, hostels, transportation, a sick

room, and an ambulance, fostering a comprehensive learning environment.

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Paste link for additional information | Nil |

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

Our college takes immense pride in its sports programs, which are essential for the holistic development of students. Since its inception, the gymkhana has been a key player in encouraging students to participate in sports, promoting not just physical fitness but also teamwork, discipline, and perseverance. Over the years, our students have excelled in various inter-collegiate, inter-zonal, inter-university, state, and national competitions, with notable achievements in events like Milanze and Zest MIT Summit.

One of our major events is the Chhatrapati Shivaji Maharaj Cricket Trophy, a state-level inter-collegiate T20 cricket tournament held in honor of Shivaji Maharaj. Organized by All India Shri Shivaji Memorial Society (AISSMS), Pune, this event brings together top cricket teams from colleges across the state. This year, the tournament will be held from 26th January to 6th February 2024 at AISSMS grounds.

Another significant event is the Rajarshi Shahu Maharaj Krida Mahotsav, a state-level sports festival organized from 16th to 19th January 2024, which saw participation from 960 athletes across various disciplines. This event fosters healthy competition and camaraderie among participants from different institutions.

Additionally, our college hosts annual inter-departmental competitions in sports like cricket, football, volleyball, basketball, kabaddi, table tennis, chess, and badminton, encouraging students from different departments to engage in healthy competition.

The AISSMS COE Art Circle is well-equipped with a variety of musical instruments to nurture diversetalents, reflecting our dedication to fostering a comprehensive educational experience.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File]() |
| Paste link for additional information | **Nil** |

## 4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

**46**

## 4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

**46**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File]() |
| Paste link for additional information | **Nil** |
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | [View File]() |

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

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

**506**

| File Description | Documents |
|---|---|
| Upload any additional information | **No File Uploaded** |
| Upload audited utilization statements | [View File]() |
| Upload Details of budget allocation, excluding salary during the year (Data Template) | [View File]() |

| 4.2 - Library as a Learning Resource |
|---|

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

The institute library is equipped with SLIM 21 software for Library Information and Management, offering an automated and efficient experience. Its web OPAC link is available on the website, and the RFID system ensures quick check-ins/outs and anti-theft security through RFID-enabled gates. An information kiosk provides easy access to library resources, while Kibo software offers multilingual translation services.

The library subscribes to a wide range of resources, including print journals, newspapers, magazines, e-journals (Science Direct, IEEE, ASME, ASCE, Springer, McGraw Hill, N-List, Delnet), and e-books (Schand, New Age, Pearson). All resources, including remote access, are accessible via the library website. It is also a member of prestigious institutions like IIT Mumbai, ARAI, and VSI Pune. The library has transitioned from Turnitin to Drillbit for plagiarism checks.

E-learning platforms such as NPTEL, IIRS, Coursera, and edX are promoted for students and faculty, while Open Education Resources (OER) links and tools like DOAJ are integrated into the library website. Rare books, previous question papers, and institutional repositories are managed through Caliber and DSpace open-source software. The library fosters engagement through workshops, storytelling competitions, author meets, and resource access training. Social media platforms and the National Digital Library of India Club enhance its outreach and utility.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for Additional Information | Nil |

| 4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources | A. Any 4 or more of the above |
|---|---|

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template) | View File |

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

**4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)**

**41.6**

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

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

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

**108**

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

**4.3 - IT Infrastructure**

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

**The Institute is committed to providing state-of-the-art IT infrastructure and services. With the growth ofusers, IT services and increasing internet bandwidth demand, the institution has scaled up the switchingcapabilities and implemented latest managed through optical fibre cables and Wi-Fi access. The Institutehas**

high-end core switches and servers. The upgradation of computer systems is taken up onperiodically. The printers and scanners are also upgraded with new additions to the laboratories, office,library and departments. The IT infrastructure is continually upgraded. The bandwidth has beenprogressively increased from 50Mbps to 500 Mbps over a period to suit the demands. For ease of access,all blocks have been enabled with Wi-Fi. All the seminar halls and classrooms have been installed withLCD projectors. Biometric scanner based attendance capturing system is upgraded for faculty members.Institute has 01 Interactive touch panel display, 08 Interactive smart classroom board, 10 biometric time and attendance system, 10 lecture capture system.

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | **Nil** |

## 4.3.2 - Number of Computers

**1090**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Student – computer ratio | [View File](#) |

| 4.3.3 - Bandwidth of internet connection in the Institution | A. ? 50MBPS |
|---|---|

| File Description | Documents |
|---|---|
| Upload any additional Information | **No File Uploaded** |
| Details of available bandwidth of internet connection in the Institution | [View File](#) |

## 4.4 - Maintenance of Campus Infrastructure

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

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

505.07

| File Description | Documents |
|---|---|
| Upload any additional information | No File Uploaded |
| Audited statements of accounts. | View File |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View File |

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

The institute maintains its physical, academic, and support facilities according to established protocols detailed in its maintenance policy. Oversight is delegated to college-level committees, each with specific responsibilities:

• General civil maintenance is managed by the institute-level canteen and campus committee.

• Repair and maintenance of laboratory equipment are initiated by the Laboratory In charge.

• The purchase committee handles repair/maintenance/calibration requests.

• Equipment maintenance history cards are maintained for tracking.

• The laboratory staff ensures equipment functionality at the semester's start.

• An annual budget is allocated for facility maintenance.

• Facilities like classrooms, laboratories, seminar halls, and library are regularly utilized by students.

• Maintenance and housekeeping are outsourced to external agencies and non-teaching staff.

• Security is entrusted to an external agency.

- **Fumigation is conducted frequently by a third-party housekeeping agency.**

- **The institute's garden is tended by a society-appointed gardener.**

- **Computer facilities are distributed across various locations and maintained under annual contracts.**

- **The library provides e-journal access, supported by networked computers.**

- **Water coolers, EPABX system, and air conditioners are maintained through annual contracts with external agencies.**

- **Antivirus software is renewed annually for all institute computers.**

- **Minor maintenance tasks are handled internally by the workshop department and Electrical Maintenance coordinator.**

- **Sports facilities, including open grounds and a gymnasium, are overseen by a physical director.**

- **Emergency exits and firefighting systems ensure safety against hazards.**

| File Description | Documents |
|---|---|
| Upload any additional information | [View File](#) |
| Paste link for additional information | **Nil** |

## STUDENT SUPPORT AND PROGRESSION

**5.1 - Student Support**

**5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year**

**5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year**

**1797**

| File Description | Documents |
|---|---|
| Upload self attested letter with the list of students sanctioned scholarship | View File |
| Upload any additional information | **No File Uploaded** |
| Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template) | View File |

**5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year**

**5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year**

**59**

| File Description | Documents |
|---|---|
| Upload any additional information | View File |
| Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template) | View File |

| **5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills** | **A. All of the above** |
|---|---|

| File Description | Documents |
|---|---|
| Link to institutional website | https://naac.aissmscoe.com/cycle3/aqar2023-24/criteria5/5.1.3.pdf |
| Any additional information | View File |
| Details of capability building and skills enhancement initiatives (Data Template) | View File |

**5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

`1198`

**5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year**

`1198`

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

| | |
|---|---|
| **5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees** | `A. All of the above` |

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

**5.2 - Student Progression**

**5.2.1 - Number of placement of outgoing students during the year**

**5.2.1.1 - Number of outgoing students placed during the year**

**403**

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

**5.2.2 - Number of students progressing to higher education during the year**

**5.2.2.1 - Number of outgoing student progression to higher education**

**42**

| File Description | Documents |
|---|---|
| Upload supporting data for student/alumni | View File |
| Any additional information | **No File Uploaded** |
| Details of student progression to higher education | View File |

**5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)**

**5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year**

**20**

| File Description | Documents |
|---|---|
| Upload supporting data for the same | View File |
| Any additional information | View File |

**5.3 - Student Participation and Activities**

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

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

**14**

| File Description | Documents |
|---|---|
| e-copies of award letters and certificates | View File |
| Any additional information | No File Uploaded |
| Number of awards/medals for outstanding performance in sports/cultural activities at unive rsity/state/national/international level (During the year) (Data Template) | View File |

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

Student representation and engagement play a vital role in shaping a vibrant and dynamic campus environment. Our institution encourages students to participate actively in administrative, co-curricular, and extracurricular activities, fostering a holistic learning experience. Students are given significant responsibilities in organizing key annual events such as the technical symposium Engineering Today and the cultural extravaganza Shivanjali. These events, coordinated by student committees, provide a platform for showcasing talent, fostering teamwork, and leadership skills.

The institution also motivates students to participate in various technical and social clubs that nurture their creativity and technical expertise. Clubs like Drone, Baja, and Supra enable students to apply theoretical knowledge to practical projects, building innovative solutions and prototypes. Similarly, the National Service Scheme allows students to contribute to community welfare through social service, instilling a sense of responsibility and empathy.

These clubs and committees empower students to work collaboratively, manage events, and engage in problem-solving. They enhance essential skills like communication, critical thinking, and project management. Moreover, these activities bridge the gap between academic learning and real-world challenges, preparing students for successful careers. The institution's emphasis on inclusive student participation fosters personal growth, creativity, and a strong sense of belonging in

**the college community.**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | [View File](#) |

## 5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

## 5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

**22**

| File Description | Documents |
|---|---|
| Report of the event | [View File](#) |
| Upload any additional information | **No File Uploaded** |
| Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template) | [View File](#) |

## 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

**The Institute established the Alumni Association in the academic year 2014-15 to foster a strong, dynamic, and mutually beneficial relationship between alumni and the institute. Its mission is to promote engagement by encouraging regional chapters, supporting institutional development, and facilitating student placements. The association actively promotes research and development, mentor's students for higher education and character development, provides scholarships, fosters entrepreneurship, and supports professional growth. Alumni play a crucial role in enhancing the institute's industry-institute interaction by organizing debates, encouraging sports and extracurricular activities, supporting environmental conservation, and hosting health awareness camps. Their contributions significantly bolster the institute's growth**

through placements, internships, industrial visits, career guidance, and technical events. Alumni also provide mentorship and financial assistance for major student projects and competitions such as Baja, Supra, Garudashwa, and Engineering Today.Regular alumni meets, where distinguished alumni are honored, offer opportunities for connection and collaboration. The dedicated alumni website (https://alumni.aissmscoe.com/) serves as a hub for job postings, internships, event announcements, and alumni-student interactions. This network empowers students by connecting them with alumni, facilitating career development, and promoting holistic growth, strengthening the institute-alumni bond.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | View File |

## 5.4.2 - Alumni contribution during the year (INR in Lakhs)

E. <1Lakhs

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

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

The institute, inspired by the All India Shri Shivaji Memorial Society, is dedicated to providing quality education with the active involvement of all stakeholders. The institute operates with transparent mission statements, supported by forward-thinking leadership and administration.

The administration and leadership of the institute adopt a progressive approach aligned with its vision and mission. The governance framework encompasses the Governing Body (GB), College Development Committee (CDC), Internal Quality Assurance Cell (IQAC), Department Advisory Board (DAB), and Program Assessment and Quality Improvement Committee (PAQIC), where both internal and external stakeholders contribute to achieving the institute's objectives. Institute-level committees, including those for

academic development and monitoring, research and development, industry-institute interaction, alumni engagement, and grievance redressal, play a vital role in effective administration. The Principal is supported in decision-making by Heads of Departments (HODs), the Administrative Head, and various cell and committee coordinators.

The institute encourages faculty members to take on administrative roles, supporting decentralized management and fostering growth in teaching, infrastructure, research, and industry partnerships.

The teaching methods used in the institute focus on interactive and project-based learning to build creativity and practical skills, strengthened by strong industry collaborations. Aligned with the National Education Policy (NEP) 2020, we emphasize hands-on learning, curriculum updates, and preparing for autonomy, showing our commitment to providing quality education.

| File Description | Documents |
|---|---|
| Paste link for additional information | Nil |
| Upload any additional information | [View File](#) |

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

AISSMS College of Engineering has established a robust organizational structure to ensure the seamless execution of its administrative and academic functions. Various institutional bodies play a vital role in decision-making, policy implementation, and driving continuous improvement through constructive feedback.

The Governing Body serves as the highest decision-making authority, comprising management representatives, the Principal, and selected faculty members. The College Development Committee includes society members, the Principal, elected teaching faculty, and a non-teaching staff member, contributing to strategic planning and institutional development.

At the departmental level, the Department Advisory Committee plays a pivotal role in guiding academic policies and fostering an environment conducive to excellence. This committee evaluates program performance, monitors initiatives, and includes a diverse

group of stakeholders such as industry professionals, researchers, alumni, students, parents, and management representatives. Their involvement ensures the curriculum and programs align with societal and industry needs.

Key contributors, including the Principal, department heads, section heads, and committee coordinators, actively engage in academic and administrative decision-making within their respective domains. This decentralized management style promotes a culture of shared responsibility, enabling efficient and effective governance.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://aissmscoe.com/wp-content/uploads/2023/05/ILC-2023.pdf |
| Upload any additional information | View File |

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The institution follows a well-structured strategic planning process, regularly reviewed to achieve its goals of producing skilled engineers, fostering staff development, and driving institutional progress. This plan focuses on building quality infrastructure, expanding faculty, maintaining transparent academic governance, enhancing student development, and strengthening partnerships with industry and research organizations.

To achieve these objectives, the institution has adopted several strategies, including transitioning operations from offline to online modes, streamlining the admission process, promoting collaboration between industry and academia, and managing human resources effectively. Efforts are also directed toward improving library resources, strengthening research and development initiatives, refining examination and evaluation systems, updating the curriculum, and adopting innovative teaching and learning methods.

The teaching and learning process is closely monitored to ensure high standards. The academic coordinator plays a key role by assessing lectures and practical sessions, ensuring syllabus completion, overseeing student projects and seminars, conducting

unit tests, and analyzing results. These actions ensure that students receive a comprehensive education and the necessary support to succeed.

| File Description | Documents |
|---|---|
| Strategic Plan and deployment documents on the website | View File |
| Paste link for additional information | Nil |
| Upload any additional information | View File |

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

AISSMS College of Engineering operates with a well-defined organizational structure that ensures seamless administrative and academic functioning. Multiple institutional bodies contribute significantly to decision-making, policy implementation, and driving continuous improvement.

At the top, the governing body, consisting of management representatives, the Principal, and nominated faculty members, serves as the highest decision-making authority. Supporting this is the College Development Committee, which includes representatives from society, the Principal, three elected teaching faculty members, and one non-teaching staff member.

Each department is guided by a Department Advisory Committee, which provides strategic direction to enhance academic and workplace environments. This committee evaluates program performance, oversees specific initiatives, and advises the department. Its diverse membership includes representatives from industry, research organizations, esteemed academic institutions, alumni, students, parents, and management, ensuring that the institution delivers quality education aligned with societal needs.

Key stakeholders, such as the Principal, Department Heads, sectional heads, and committee coordinators, actively participate in decision-making related to academic and administrative matters within their respective domains. This participatory approach fosters a culture of delegated authority, promoting efficient and effective decision-making across the institute.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://naac.aissmscoe.com/assets/images/criteria6/6-2-1-7-Institute-Organogram.pdf |
| Link to Organogram of the Institution webpage | https://naac.aissmscoe.com/assets/images/criteria6/6-2-1-7-Institute-Organogram.pdf |
| Upload any additional information | View File |

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

| File Description | Documents |
|---|---|
| ERP (Enterprise Resource Planning)Document | View File |
| Screen shots of user interfaces | View File |
| Any additional information | View File |
| Details of implementation of e-governance in areas of operation, Administration etc (Data Template) | View File |

## 6.3 - Faculty Empowerment Strategies

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

The institute offers various schemes and benefits to its staff, fostering a supportive and thriving workplace environment. These include:

- Group Insurance for all staff members.
- Accidental Insurance, available on request, with repayments deducted from salaries.
- Uniforms for faculty and staff.
- Maternity Leave of six months for women employees.
- Medical and Earned Leaves for teaching and non-teaching staff.
- Gratuity as a token of appreciation for services rendered.
- Employees' Provident Fund, with matching contributions from the institute.

- **Doctor-on-call services for staff and students.**
- **Employees' Co-operative Credit Society, offering loan facilities and welfare support for employees and their families.**
- **Encouragement for research and higher studies, including financial assistance up to ?1 lakh or study leave as needed.**
- **Gymnasium facilities for physical fitness.**
- **Laptops provided to HoDs for improved networking and connectivity.**

**Additionally, faculty engagement with industry, research centers, and professional organizations ensures opportunities for growth, benefiting both staff and students by preparing graduates with essential skills for professional success.**

| File Description | Documents |
|---|---|
| Paste link for additional information | **Nil** |
| Upload any additional information | [View File]() |

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

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

**102**

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

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

**6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year**

**10**

| File Description | Documents |
|---|---|
| Reports of the Human Resource Development Centres (UGCASC or other relevant centres). | No File Uploaded |
| Reports of Academic Staff College or similar centers | No File Uploaded |
| Upload any additional information | No File Uploaded |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template) | View File |

**6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**

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

113

| File Description | Documents |
|---|---|
| IQAC report summary | View File |
| Reports of the Human Resource Development Centres (UGCASC or other relevant centers) | No File Uploaded |
| Upload any additional information | No File Uploaded |
| Details of teachers attending professional development programmes during the year (Data Template) | View File |

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

The institute has implemented a comprehensive 360-degree PBAS (Performance-Based Appraisal System) Proforma in alignment with AICTE guidelines. At the end of each semester, faculty members complete a self-assessment form, which is then reviewed by their

respective HoD and the Principal. The PBAS framework encourages faculty to adopt innovative teaching and learning practices, actively contribute to departmental and institutional activities, and engage in academic and techno-social initiatives. It also motivates them to pursue research, develop e-content, collaborate with external entities, and enhance professional development through continuous learning to meet stakeholder expectations.

For non-teaching staff, the institute follows a well-defined Performance Appraisal System that evaluates parameters such as task management, interpersonal relationships, physical and technical skills, obedience, and punctuality. Integrity and character are also assessed. Staff members submit a completed appraisal form, which is reviewed by the HoD and analyzed by the Principal. Based on the evaluation, staff are either commended for their performance or guided on areas for improvement.

| File Description | Documents |
| --- | --- |
| Paste link for additional information | https://naac.aissmscoe.com/cycle3/aqar2023-24/criteria6/6.3.5.pdf |
| Upload any additional information | View File |

## 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The AISSMS Society conducts regular internal and external financial audits to ensure transparency and accountability in its financial operations. The institution appoints auditors, typically chartered accountants, selected by the Society to thoroughly review financial records and statements, ensuring compliance with accounting standards and regulations.

Internally, the Accounting Committee oversees the auditing process, ensuring the accuracy of records and adherence to the institution's financial policies and procedures. This committee is instrumental in upholding the reliability of financial information provided to external auditors.

Externally, the institution is evaluated by independent chartered accountants who deliver an objective analysis of its financial health and performance. These external audits are essential for

fostering trust and confidence among stakeholders.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://naac.aissmscoe.com/cycle3/aqar2023-24/criteria6/6.4.1.pdf |
| Upload any additional information | View File |

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

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

4,15,285.00

| File Description | Documents |
|---|---|
| Annual statements of accounts | View File |
| Any additional information | No File Uploaded |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template) | View File |

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

The institute ensures sufficient funding for development and maintenance through various sources, including fees from UG, PG, and Ph.D. students and grants from national agencies like AICTE for activities such as FDPs, conferences, research, and refresher programs. Grants are strictly utilized for their sanctioned purposes. Physical resources are also employed for social awareness initiatives and conducting government and non-government examinations.

A systematic process ensures efficient financial resource utilization. Each department submits annual budget proposals based on its requirements, such as equipment, software, and consumables. The consolidated budget, prepared by the Principal, is reviewed and modified in the Governing Body meeting before being recommended for approval. The management finalizes the budget, with provisions for additional funding made as needed.

The management fully supports the organization of co-curricular and extracurricular activities, technical events, and the professional development of faculty and staff through sponsorships for skill enhancement programs, conferences, and workshops. Financial assistance is also extended to students for national and international competitions.

A dedicated Purchase Committee, including management representatives, the Principal, and staff, oversees procurement. It ensures adherence to procedures like inviting quotations and negotiating to acquire equipment with appropriate specifications at optimal prices, ensuring effective resource utilization.

| File Description | Documents |
|---|---|
| Paste link for additional information | https://naac.aissmscoe.com/cycle3/aqar2023-24/criteria6/6.4.1.pdf |
| Upload any additional information | View File |

## 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

The Internal Quality Assurance Cell (IQAC) is central to fostering a quality-driven culture at the institute. It has introduced initiatives to enhance academic and administrative performance by standardizing and institutionalizing procedures aimed at excellence in teaching-learning processes, academic operations, infrastructure, research, innovation, and holistic student development.

IQAC has established an annual report format for documenting student and faculty contributions, which are verified through annual academic and administrative audits. Notable practices initiated by IQAC include instituting the "Overall Best Department Trophy," celebrating "Dr. A. P. J. Kalam Innovation and Start-Up Week," organizing interdepartmental project competitions, implementing "Course Activity" for experiential learning, and forming "Class Study Circles." These initiatives are supported by institute-level committees, Department Advisory Boards (DAB), and Program Assessment and Quality Improvement Committees (PAQIC).

Regular reviews are conducted to ensure effective implementation. Weekly meetings are held by department heads, while fortnightly

**reviews of teaching-learning processes are conducted by class guardian faculty members and academic coordinators. PAQIC, formed in each department under IQAC guidelines, meets twice per semester to assess Outcome-Based Education (OBE) and other improvements. Outcomes of PAQIC and HoD meetings are reviewed annually in DAB meetings with external stakeholders to align activities with quality objectives and drive continuous improvement.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://aissmscoe.com/wp-content/uploads/2024/08/IQAC-MoM-and-ATR-for-A.Y.-2023-24.pdf |
| Upload any additional information | View File |

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

**To ensure continuous monitoring of the teaching-learning process, faculty members complete an academic Google form and a weekly activity report, where they update their teaching, learning, and academic contributions. The institute also employs ERP software to oversee key aspects of the teaching-learning process, such as student attendance and teaching plans. Departments prepare benchmarking sheets at the beginning of the academic year to promote incremental improvements in academic activities.**

**Based on the SPPU academic calendar, IQAC formulates the institute's academic calendar, which serves as a framework for departments to create their respective academic calendars. Departments organize activities aligned with the activity plan sheet and the annual report issued by IQAC. This report encompasses individual faculty contributions, organized activities, research endeavors, industry interactions, academic results, infrastructure, and student achievements. At the end of the academic year, an academic and administrative audit is conducted for all departments to review IQAC initiatives and document improvements.**

**Stakeholder involvement is ensured through representation on various committees and by collecting feedback on curriculum delivery, infrastructure, and facilities. Overall, IQAC plays a vital role in fostering a culture of quality and driving**

**continuous improvement throughout the institute.**

| File Description | Documents |
|---|---|
| Paste link for additional information | https://aissmscoe.com/wp-content/uploads/2024/08/IQAC-MoM-and-ATR-for-A.Y.-2023-24.pdf |
| Upload any additional information | View File |

| **6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)** | **A. All of the above** |
|---|---|

| File Description | Documents |
|---|---|
| Paste web link of Annual reports of Institution | https://naac.aissmscoe.com/cycle3/aqar2023-24/criteria6/6.5.3.pdf |
| Upload e-copies of the accreditations and certifications | View File |
| Upload any additional information | View File |
| Upload details of Quality assurance initiatives of the institution (Data Template) | View File |

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

**All India Shri Shivaji Memorial Society's College of Engineering is dedicated to fostering Gender Equity, emphasizing Freedom of Thought and Expression. The institute evaluates individuals based on actions and commitments, rejecting biases related to gender, race, religion, physical abilities, or sexual orientation. Ethical conduct, respect, and trust form the core of its culture,**

supported by initiatives such as 'Prevention of Sexual Harassment at Workplace' and 'Gender Equality: Let's Rise from the Shadows.' These programs, led by experts, are widely promoted through various campaigns.

To empower women, the institute has established the 'Vishakha Women's Grievance Cell' to address unfair treatment or harassment. With 40% female faculty and 28% female students, the institute provides facilities such as a ladies' room and sanitary vending machines, ensuring a supportive environment. Security measures, anti-bullying policies, and separate accommodations reinforce fairness. Women are encouraged to take on leadership roles, supported by female mentors and counselling mechanisms for guidance.

The institute organizes sports, community programs, and awareness events to address gender challenges and promote inclusivity. Policies are regularly updated to ensure equity. Female participation stands at 25% in admissions, 30% in leadership roles, and 31% in cultural activities, reflecting the institute's unwavering commitment to creating an equitable and empowering environment for all.

| File Description | Documents |
|---|---|
| Annual gender sensitization action plan | https://naac.aissmscoe.com/cycle3/aqar2023-24/criteria7/7.1.1_Annual-gender-sensitization-action-plan-23-24.pdf |
| Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information | https://naac.aissmscoe.com/cycle3/aqar2023-24/criteria7/7.1.1.pdf |

| | |
|---|---|
| **7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures   Solar energy Biogas plant Wheeling to the Grid   Sensor-based energy conservation Use of LED bulbs/ power efficient equipment** | A. 4 or All of the above |

| File Description | Documents |
|---|---|
| Geo tagged Photographs | [View File]() |
| Any other relevant information | No File Uploaded |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management  Waste recycling system Hazardous chemicals and radioactive waste management

AISSMS College of Engineering prioritizes effective waste management, ensuring a sustainable and eco-friendly campus environment for its community and the surrounding area.

1. **Solid Waste Management** The institute implements a structured system for segregating solid waste into dry and wet categories at the source. Dedicated dustbins are placed strategically across the campus, including classrooms and offices. Daily waste collection focuses on separating items such as paper, plastic, and dry leaves. An external professional agency manages the collection and disposal of degradable and non-degradable waste, emphasizing the institute's commitment to responsible waste management.

2. **Liquid Waste Management** The institute efficiently treats sewage wastewater using advanced hydrodynamic cavitation and ozonation techniques. A pilot plant with a 9,000 L/day capacity treats over 5,000 liters of wastewater generated daily. During the treatment, COD levels are reduced by 83.33% (from 1200 mg/L to 200 mg/L), and BOD levels by 60% (from 10 mg/L to 4 mg/L). This process also removes color, bacteria, and foul odors, ensuring environmentally safe wastewater disposal.

3. **E-Waste Management** E-waste, including obsolete lab instruments, computers, printers, and other devices, is systematically written off by the AISSMS Society. An efficient disposal mechanism ensures compliance with environmental standards, showcasing the institute's dedication to sustainability.

| File Description | Documents |
|---|---|
| Relevant documents like agreements/MoUs with Government and other approved agencies | View File |
| Geo tagged photographs of the facilities | https://naac.aissmscoe.com/cycle3/aqar2023-24/criteria7/7.1.3.pdf |
| Any other relevant information | View File |

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

`A. Any 4 or all of the above`

| File Description | Documents |
|---|---|
| Geo tagged photographs / videos of the facilities | View File |
| Any other relevant information | No File Uploaded |

**7.1.5 - Green campus initiatives include**

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

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

`A. Any 4 or All of the above`

| File Description | Documents |
|---|---|
| Geo tagged photos / videos of the facilities | View File |
| Any other relevant documents | No File Uploaded |

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

**7.1.6.1 - The institutional environment and energy initiatives are confirmed through the**

`A. Any 4 or all of the above`

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

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

**7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen                reading** | **A. Any 4 or all of the above**

| File Description | Documents |
|---|---|
| Geo tagged photographs / videos of the facilities | View File |
| Policy documents and information brochures on the support to be provided | View File |
| Details of the Software procured for providing the assistance | View File |
| Any other relevant information | **No File Uploaded** |

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

**The Institute promotes an inclusive atmosphere for students,**

staff, and faculty via a variety of initiatives organised by the NSS, Sports, and Cultural Committees. Events such as Shivanjali, Engineering Today, Author Meet, and Traditional Days exemplify the celebration of cultural diversity, whereas blood donation camps and the observance of Republic and Independence Days foster social responsibility and constitutional awareness. Special occasions such as Shahu Maharaj Jayanti and Shiv Jayanti are commemorated to reinforce cultural values and acknowledge historical contributions.

The Institute prioritizestree plantation, actively involving faculty, staff, and students in environmental initiatives. Throughout the year, events including Sports Week, International Yoga Day, disaster management sessions, NSS camps, and awareness programs on cleanliness foster a sense of responsibility and contribute to nation-building. Faculty, staff, and students engage in disaster relief initiatives, providing donations and resources in times of crisis. The Institute fosters inclusivity through initiatives such as World Environment Day, village survey, and street performances addressing social issues, including eye checkup camp. Exemplary contributions of educational and scientific pioneers are showcased on campus. Fundamental principles including leadership, integrity, accountability, and social responsibility are reinforced through specialized sessions and activities, fostering a comprehensive and inclusive community.

| File Description | Documents |
|---|---|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | **No File Uploaded** |
| Any other relevant information | <u>View File</u> |

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

The India Shri Shivaji Memorial Society aims to provide military education to children from low-income families. Later, higher education institutes were established to carry forward our great leaders' visions. The institution plans and organizes a wide range of activities to raise students' and employees' awareness of their constitutional obligations, which include values, rights, duties, and responsibilities.

1 Planning and analyzing the reconstruction of Dam

**2 Meri Maati Mera Desh**

**3 Cleanliness Drive**

**4 Tree plantation Drive**

**5 Colour painting at Kusarwadi Singapur**

**6 Road Safety**

**7 Swacha Gram Abhiyan**

**8 Cleanliness of Temple**

**9 Adult literacy in Village**

**10 Digital Literacy in school**

**11 Voter Id Registration**

**Program All of these events were organized by the National Service Scheme unit of the All India Shri Shivaji Memorial Society's College of Engineering, Pune-01, under the supervision of the National Service Scheme coordinator and principal. National Service Scheme Volunteers, students, and staff enthusiastically participated in all events, boosting students' values.**

| File Description | Documents |
|---|---|
| Details of activities that inculcate values; necessary to render students in to responsible citizens | View File |
| Any other relevant information | No File Uploaded |

**7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff     4. Annual awareness programmes on Code of Conduct are**

B. Any 3 of the above

**organized**

| File Description | Documents |
|---|---|
| Code of ethics policy document | View File |
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | View File |
| Any other relevant information | No File Uploaded |

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

Rajarshi Chhatrapati Shahu Maharaj of Kolhapur founded the AllIndia Shri Shivaji Memorial Society to support a militaryeducation for children from low-income families. In time ,institutions of higher education were set up to continue the workbegun by our fore fathers. To promote cultural, regional, linguistic, and communal socioeconomic tolerance and harmony, theinstitute hosts a variety ofevents on campus each year. We alsohost a number of events aimedat raising public consciousness aboutimportant social issues andhuman rights.The institution annuallycelebrates the following days, national festivals, andanniversaries of great Indian personalities:

1 Republic Day 2 Swachha Gram village 3 Food Distribution Program 4 Women Entrepreneurship Workshop 5 International Women Day 6 Fort Conservation Camp 7 World Environment Day 8 Yoga Day 9 Rakshabandhan Festival at Rehabilitation centre 10 Water and wastewater management Program

Students and teachers alike participated in National ServiceScheme events with great zeal, helping to in still positive valuesin the young people who participated.

| File Description | Documents |
|---|---|
| Annual report of the celebrations and commemorative events for the last (During the year) | View File |
| Geo tagged photographs of some of the events | No File Uploaded |
| Any other relevant information | No File Uploaded |

## 7.2 - Best Practices

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

Best Practice I: Integrative Learning through Clubs and Chapters This practice aims to foster holistic development, creativity, problem-solving, managerial, and communication skills among students. Clubs and chapters bridge the gap in hands-on learning by offering opportunities for interactive and practical application through expert lectures, workshops, industrial visits, and project-based learning. Faculty advisors ensure seamless execution, and adequate funding supports the initiatives. These activities enhance teamwork, entrepreneurship, and industry interaction, with students consistently excelling at state, national, and international levels. Achievements include SAE club victories, the IE(I) Best Students' Chapter Award, and All-India Rank 1 by mBaja and REEV teams. Challenges like leadership turnovers, financial constraints, and parental permissions are addressed through effective planning and institutional support.

Best Practice II: Campus to Community Connect This initiative connects technical education with real-world problems, fostering institute-community relationships. The institute adopted five villages, addressing issues in water, energy, health, and infrastructure. Solutions include repairing a percolation dam, constructing soak pits, and installing water ATMs, significantly improving living conditions. Awareness programs further enhance social responsibility. Students gain hands-on experience, realizing the potential of engineering solutions for societal challenges. Success is evidenced by the resolution of the Kalyan village water crisis and other improvements. Challenges like resistance to change and decision-making delays were mitigated through collaboration and persistence.

| File Description | Documents |
|---|---|
| Best practices in the Institutional web site | View File |
| Any other relevant information | View File |

## 7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

Diversified Collaboration for Synergizing Education

AISSMSCOE blends rigorous academics with co-curricular and extracurricular activities to foster holistic student development. This unique approach integrates theoretical knowledge with practical insights through collaborations in academics (IUCEE, IE(I), IEEE), innovation (SAE, TRIZ, international universities), and industry (Ultra-tech Cement, Automation Anywhere). Facilities for sports, arts, and cultural pursuits further nurture student talents, while strong alumni ties foster compassion and leadership.

The institute emphasizes industry participation through MOUs, Centers of Excellence, internships, and an Entrepreneurship Development Cell. Faculty are supported with FDPs, research incentives, and "One Faculty One Industry" initiatives, enhancing education quality. The Sandwich pattern in Mechanical and Production Engineering programs provides real-world exposure, ensuring students are industry-ready.

Achievements include national and international awards in academics, innovation, and culture. Students have excelled in Smart India Hackathon, Avishkar, and competitions like Firodiya Karandak. Faculty contributions on national committees enhance educational policies and inspire students.

The institute's accolades include Best Professional College (SPPU), NAAC A+ accreditation, and recognition in national rankings. Committed to societal service, AISSMSCOE prepares students as well-rounded leaders with a focus on quality education, innovation, and industry integration, redefining success through holistic development.

| File Description | Documents |
|---|---|
| Appropriate web in the Institutional website | View File |
| Any other relevant information | View File |

## 7.3.2 - Plan of action for the next academic year

AISSMS College of Engineering has been focusing all the major and minor quality aspects of education.

For next academic year, institute has planned for

1. Start of new UG / PG programs as per industry needs

2. Organisation of Faculty Development Programs on advanced topics and encourage faculty to attend training programs.

3. To activate and motivate studnets' clubs for participation in national / international level reputed competittions.

4. To complete all the procedural requirements to get autonomus satus.

5. To promote research culture in the institute.

6. To organise and initiate various activities in view of implementation of Strategic Plan of the institute.