



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

INTERNATIONAL CENTRE OF EXCELLENCE IN ENGINEERING AND MANAGEMENT

ICEEM ENGINEERING, POLYTECHNIC AND MBA COLLEGE, GUT NO.4,
OPPOSITE BAJAJ AUTO LTD., PUNE HIGHWAY, WALUJ-PANDHARPUR,
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431136

www.iceem.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Indian Institution of Rural Workers (IIRW), established in July 1977, was founded by the late freedom fighter of India, Mr. Vijayendra Kabra. This parent institution oversees the INTERNATIONAL CENTRE OF EXCELLENCE IN ENGINEERING AND MANAGEMENT (ICEEM).

Indian Institution of Rural Workers (IIRW):

- Founded by Mr. Vijayendra Kabra, IIRW had a noble mission: to uplift rural, workers and downtrodden communities by focusing on skill-based training program during the 1980s to 90s
- The concept of “Sahajiwan” (equal rights and opportunities for all) guided IIRW’s efforts. The concept of “Sahajiwan” within the Indian Institution of Rural Workers (IIRW) emphasizes equal rights and opportunities for all. This guiding principle drives IIRW’s efforts to empower marginalized communities through skill-based work and education.
- IIRW covered almost all rural areas of Aurangabad District and collaborated with the central government of India.
- The institution provided scholarships for skill-based education, empowering individuals from marginalized backgrounds.

Sister Unit of ICEEM: Jan Shikshan Sanstha:

- ICEEM collaborates with a sister unit called Jan-Shikshan-Sanstha (JSS). This organization likely focuses on adult education, vocational training, and skill enhancement for almost all rural areas.
- Jan Shikshan Sanstha plays a crucial role in extending IIRW’s impact and reaching a broader audience.

Establishment and Leadership:

- Established in 2011, ICEEM operates under the visionary leadership of Dr. Subhash Jhavar, who also serves as the Chairman of IIRW (Indian Institution of Rural Workers).
- Driven by a commitment to excellence, ICEEM aims to provide high-quality education in engineering and management.

Primary Goal:

- ICEEM’s primary mission is to offer quality education to students in the fields of engineering and management.
- By fostering a conducive learning environment, ICEEM prepares students for successful careers and equips them with the necessary skills.

Affiliations and Approvals:

- Approved by the All India Council for Technical Education (AICTE), New Delhi, Recognized by the Directorate of Technical Education (DTE) Government of Maharashtra.
- Engineering & Management is Affiliated with Dr. Babasaheb Ambedkar Marathwada University, Chh. Sambhajinagar (Aurangabad) where as Polytechnic is affiliated to MSBTE, Mumbai,
- It has completed first cycle of NAAC in 2019 with B Grade.

Vision

“To be a leading Educational Institute in the field of Technology, Management, and Research to serve the global needs of Academia, Industry, and Society.”

ICEEM aspires to be a frontrunner in education, particularly in technology, management, and research. The college focuses on equipping students for the ever-changing technological landscape by providing education

and research opportunities in various tech fields. It cultivates skilled professionals in management principles, preparing them for leadership roles. Research is a cornerstone of our vision, as we actively contribute to advancements in knowledge across disciplines.

The impact of the college extends beyond the walls as it aims to influence the global academic community by contributing to innovative teaching and learning methodologies. It also strives to prepare industry-ready graduates with the skills and knowledge sought after by the workforce, making them valuable assets. ICEEM seeks to contribute to societal betterment through our educational and research endeavors which involves tackling social challenges or developing solutions that benefit the public good.

Mission

To establish a modern infrastructure to nurture an environment of Techno-Managerial skills coupled with Professionalism and Innovation, with high moral & ethical values.

We, at ICEEM, are committed to:

??Impart Education for Academic Excellence in the field of Technology and Management.

??Inculcate high moral, ethical, and professional standards among our students for their holistic development.

??Evolve the institution to the level of an independent identity.

??Affirmation, Our Resources - Our Students" and "Our Capital - Our People.

ICEEM is dedicated to fostering academic excellence in technology and management. The college achieves this through a modern learning environment that equips students with the in-demand skills they need. Mission goes beyond academics, as we cultivate professionalism, innovation, and strong moral values. The college believes that students are the most valuable resource, and our faculty and staff are our capital. Together, the college strives to continuously evolve and establish ICEEM as a leader in techno-managerial education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- 1) Vision and Mission of the parent Instittue IIRW to support rural and downtrodden community.
- 2) The location of the college which is situated nearby Indusrial area of Aurangabad.
- 3) Well furnished and well equiped physical facilities including laboratories and workshop.
- 4) Green, Clean campus taking care of Environment and Nature.
- 5) Utilizing and taking care of Natural Resources as Solar Pannel, Bio-Gas, Agricultural Land care of cows etc.
- 6) MOUs with industries to provide training for job/placement.
- 7) Incubation Centre motivating students for startup.
- 8) Holistic Engineering Approach to build essential skills.

Institutional Weakness

- 1) Student level as first generation level.
- 2) Lack of Government funding and financial support.

Institutional Opportunity

Opportunities:

1. **Vision and Mission of IIRW:** ICEEM can leverage the vision and mission of its parent institute, the Indian Institution of Rural Workers (IIRW), to support rural and downtrodden communities. By aligning its programs and initiatives with the overarching goal of uplifting marginalized groups, ICEEM can introduce specialized courses and community outreach programs. These could include rural technology innovation, sustainable agriculture practices, and entrepreneurship training aimed at empowering local communities.
2. **Strategic Location:** Situated near the industrial area of Aurangabad, ICEEM has the opportunity to forge stronger partnerships with local industries. This proximity can be utilized to offer students hands-on experience through internships, industrial visits, and collaborative projects. Additionally, ICEEM can develop industry-specific training programs that cater to the needs of local businesses, enhancing students' employability and supporting the regional economy.
3. **Advanced Physical Facilities:** With well-furnished and well-equipped laboratories and workshops, ICEEM can position itself as a leading institution for technical education. The college can host advanced research projects, technology development programs, and specialized training sessions. These facilities can also be used to offer certification courses in emerging technologies, attracting students and professionals looking to upgrade their skills.
4. **Green, Clean Campus:** ICEEM's commitment to a green and clean campus provides a model for sustainable practices in education. The institution can expand its environmental initiatives by organizing green technology fairs, sustainability workshops, and environmental awareness campaigns. These activities not only enhance the campus environment but also instill a sense of environmental responsibility in students.
5. **Natural Resource Utilization:** By utilizing natural resources like solar panels, bio-gas, and agricultural land, ICEEM can develop programs focused on renewable energy and sustainable agriculture. These resources can serve as live demonstration sites for students and the community, promoting practical learning and awareness about sustainable practices. Workshops and courses on renewable energy technologies and organic farming methods can be introduced.
6. **MOUs with Industries:** Existing Memorandums of Understanding (MOUs) with industries offer a pathway to enhanced training and job placement opportunities for students. ICEEM can strengthen these partnerships by involving industry experts in curriculum development, organizing joint research projects, and facilitating regular guest lectures and seminars. These collaborations can help bridge the gap between academic knowledge and industry requirements.
7. **Incubation Centre:** The Incubation Centre at ICEEM provides a platform for students to develop entrepreneurial skills and launch startups. By offering mentorship programs, seed funding, and networking opportunities, the center can foster a culture of innovation and entrepreneurship. Collaborations with successful entrepreneurs and business incubators can provide students with the guidance and resources needed to turn their ideas into viable businesses.
8. **Holistic Engineering Approach:** ICEEM's holistic engineering approach, aimed at building essential

skills, can be further enhanced by integrating soft skills training, leadership development, and interdisciplinary learning into the curriculum. Programs focusing on communication skills, teamwork, and critical thinking can be developed to prepare students for the multifaceted challenges of the modern workplace.

Institutional Challenge

Challenges Facing ICEEM Based on Key Factors:

1. First-Generation College Students:

Academic Preparedness: Many first-generation students might come from educational backgrounds that have not adequately prepared them for the rigors of college-level coursework. This can result in academic difficulties, lower confidence, and higher dropout rates.

Limited Access to Resources: First-generation students may lack access to educational resources, such as tutoring, advanced coursework in high school, and academic counseling, putting them at a disadvantage compared to peers who have more academic support.

Financial Constraints: Often, first-generation students come from low-income families and might need to work part-time jobs to support themselves. This can limit their time and energy for studies and campus involvement.

Navigational Challenges: These students might struggle with navigating the higher education system, including understanding financial aid, academic requirements, and available support services, due to a lack of familial guidance and experience.

Psychosocial Barriers: First-generation students might experience feelings of isolation, imposter syndrome, and cultural dissonance. They may feel out of place in an academic setting where the majority of their peers are from more educationally privileged backgrounds.

1. Lack of Government Funding and Financial Support:

Infrastructure and Facilities: Limited funding can impede the maintenance and upgrading of essential facilities like laboratories, libraries, and classrooms, affecting the quality of education and research capabilities.

Faculty Recruitment and Retention: Without adequate financial support, it becomes challenging to attract and retain highly qualified faculty members. Competitive salaries and professional development opportunities are crucial for maintaining a strong teaching staff.

Student Support Services: Insufficient funds can lead to a lack of robust student support services, such as counseling, career guidance, and health services, which are critical for student well-being and success.

Research and Development: A lack of financial resources can severely restrict the institution's ability to fund research projects, procure advanced technology, and support innovation. This limits opportunities for students and faculty to engage in cutting-edge research.

Scholarships and Financial Aid: Limited financial support from the government restricts the availability of scholarships and financial aid for students, making higher education less accessible to those from economically disadvantaged backgrounds.

Community and Outreach Programs: Financial constraints can limit the institution's ability to run effective outreach programs and community initiatives, which are essential for maintaining strong community relations and fulfilling social responsibilities.

Sustainability Initiatives: Implementing and maintaining green and sustainable practices require initial investments and ongoing funding. Financial limitations can hinder these efforts, impacting the institution's environmental goals.

Technology Integration: Keeping up with the latest technological advancements in education requires continuous investment in infrastructure, software, and training. Limited funding can result in outdated technology and hinder the digital learning experience.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The International Centre of Excellence in Engineering and Management (ICEEM), Aurangabad, is a self-financing engineering college runs by the Parent Institute the Indian Institute of Rural Workers (IIRW). Affiliated with Dr. Babasaheb Ambedkar Marathwada University (Dr. BAMU) Aurangabad with approved 5 Undergraduate Program and 3 Post Graduate Program and One Diploma approved by AICTE New Delhi and DTE Government of Maharashtra. ICEEM adheres to the university's curriculum, which is regularly updated to incorporate employability, current trends, and social needs. This ensures comprehensive student development and societal relevance.

ICEEM faculty plays a significant role in shaping and implementing the university curriculum. Senior faculty members participate in various university committees, including the Board of Studies, College Inspection Committee, Local Selection Committee, and University Examination Committee. The college aligns its academic calendar with that of the university, and each department creates its own schedule accordingly.

To effectively deliver the curriculum, faculty members prepare detailed teaching plans, notes, daily diaries, PowerPoint presentations, and syllabus completion reports. Some faculty members even maintain their own YouTube channels for educational purposes. Academic, co-curricular, and extra-curricular activities are organized according to the academic calendar developed by the Internal Quality Assurance Cell (IQAC) and respective departments.

ICEEM offers flexibility through certificate courses, industry-oriented elective courses, industrial visits, and final year projects. These initiatives help bridge the gap between industry and academia. The college also boasts a virtual lab aimed at providing remote access to simulation-based labs, encouraging experimental learning, and offering a comprehensive Learning Management System. This system includes various learning tools such as

web resources, video lectures, animated demonstrations, and self-evaluation.

The college integrates cross-cutting issues like gender, environment and sustainability, human values, and professional ethics into the curriculum. Students are encouraged to undertake field and industrial projects and participate in competitions such as DIPEX and TIFAN. Stakeholder feedback is regularly collected on the college and existing syllabus, with suggestions forwarded to the University for Consideration. This continuous feedback loop ensures the curriculum remains relevant and effective in meeting the evolving needs of students and society.

Teaching-learning and Evaluation

ICEEM College, Waluj, implemented a transparent and merit-based admission process to ensure fair student selection. The college promoted diversity by admitting students from various socio-economic, geographic, and cultural backgrounds. To help new students acclimate to the academic environment, orientation and bridge courses were organized. The college catered to student diversity by offering personalized academic support through mentorship programs and remedial coaching for slow learners. Advanced learners were provided with additional resources, challenging assignments, and opportunities to further their knowledge and skills. In the teaching-learning process, ICEEM employed active learning strategies such as case studies, group discussions, role plays, and project-based learning. The college utilized ICT tools like Learning Management Systems (LMS), digital libraries, virtual labs, and online resources to enhance learning. Interactive workshops, seminars, and webinars were regularly organized to encourage participatory learning.

ICEEM ensured that faculty members possessed the necessary qualifications and expertise in their respective fields. Regular training sessions, workshops, and conferences were organized for continuous professional development. Faculties are encouraged to engage in research, publish papers, and contribute to academic and industry advancements. The college implemented continuous internal assessments through quiz competition, assignments, and mid-semester exams. Transparency and fairness in the evaluation process were ensured with timely feedback on student performance. Innovative assessment methods such as open book examination, online tests, and project evaluations were adopted.

ICEEM defined clear learning outcomes for each course and program and aligned teaching methods to achieve these outcomes. The attainment level is measured through 7 Scale Measurement tool, Blooms Taxonomy and graphical analysis. The gap of attainment level is recovered with extra remedial lectures, counseling of students and parents if needed. Student performance data was regularly analyzed to identify trends, strengths, and areas for improvement. Feedback was collected from students on teaching methods, course content, and overall learning experience to continuously improve the teaching-learning process.

ICEEM provided equal learning opportunities for all students, including those from marginalized sections of society. The college promoted interdisciplinary courses and projects to broaden students' perspectives and skill sets. Partnerships with industry were facilitated for internships, live projects, guest lectures, and exposure to real-world applications.

Research, Innovations and Extension

ICEEM Waluj established the Innovation Incubation and Entrepreneurship Cell and IPR Cell to foster an innovative and entrepreneurial mindset among early-stage technical students. This ecosystem leverages comprehensive technical laboratories, testing facilities, and a robust network of industry setups and globally recognized research laboratories. The Innovation Incubation and Entrepreneurship Cell and IPR Cell, chaired by the Director with participation from industry professionals and senior faculty members, effectively mobilize resources to support these initiatives with promotion and monitors research activities while addressing Intellectual Property issues.

Under the visionary guidance of Dr. C.S. Padmavat, ICEEM established the Intellectual Property Rights (IPR) Cell in 2020. The cell has achieved significant milestones of granting the patents as:

Patent Application No. 2020102315: "SMART WASHROOM SYSTEM" by Padmavat, Sayyad, et al., granted on 14-10-2020.

Patent Application No. 2020102319: "METHOD AND SYSTEM FOR MANAGING SOCIAL DISTANCING" by Yadav, Sayyad, et al., granted on 14-10-2020.

Patent Application No. 2021106717: "A SMART COOKING DEVICE AND ITS PROCESS THEREOF" by Hemant Jadhav, Hallale, Shikhare, et al., granted on 24-11-2021.

Patent Application No. 202241064692: "Bio-telemetry and the Internet of Things based Intelligent Healthcare Monitoring System" by Prof. Zafar Ul Hasan.

Patent Application No. 202141008650: "An efficient methodology to manage recruitments and vacancies by employment exchange" by Prof. Deepmala Hallale, published on 12-03-2021.

Patent Application No. 202221054875: "A system for evaluating role of HR practices in employee engagement and retention" by Prof. Deepmala Hallale, published on 07-10-2022.

Faculty members are encouraged to engage in research and publish their work in reputed journals and books. ICEEM regularly conducts workshops, seminars, and conferences on IPR and Indian Knowledge Systems (IKS), with around 56 school-connected programs under NEP conducted in the academic year 2023-24. The college maintains industrial and educational MoUs, including a special MoU with Balwant Library, which houses a substantial collection of IKS books, further supporting the academic and research pursuits of the college. Through NSS units, students and faculty participate in extension and outreach programs such as Blood Donation Camps, Tree Plantation, General Health Checkups, Swachh Bharat Abhiyaan etc to foster a spirit of social responsibility and awareness.

Infrastructure and Learning Resources

ICEEM prides itself on its robust administrative infrastructure, ensuring efficient management and operations. Professional spaces, including the Principal and Directors' Offices and the Board Room, are equipped with modern amenities to support effective leadership and strategic discussions. The Administrative Office serves as the central hub for administrative tasks, facilitating smooth operations throughout the institution.

ICEEM offers modern classrooms with advanced digital amenities and high-speed WiFi, enhancing the teaching and learning experience. Smaller tutorial rooms provide focused learning environments ideal for group

discussions and personalized instruction. State-of-the-art laboratories, including the CAD Centre and Computer Centre, support practical learning and cutting-edge research. The campus also features a large seminar hall for lectures, seminars, and conferences, equipped with advanced technology. Administrative and support spaces include private offices for Heads of Departments, a maintenance room for campus upkeep, and a pantry for staff relaxation and refreshment. Additional amenities comprise a placement office for student career services, an exam control room for managing examinations, and a faculty room for academic collaboration. The campus is well-equipped with restrooms, multiple workshops for technical training, and a library with a vast collection of academic resources.

ICEEM has 509 CPUs, 458 monitors, 1 server, 22 printers, 28 WiFi devices, 83 CCTV cameras, 17 projectors, and 3 internet connections (TATA / AIRTEL at 100 MBPS, SKYNET at 200 MBPS, and BSNL at 20 MBPS). The campus also includes a firewall device, 32 LAN switches, and 2 Xerox machines.

Green and eco-friendly initiatives are prioritized, including energy-efficient buildings, green landscaping, and waste management systems. High-speed WiFi is available throughout the campus, supporting online learning and communication. Indoor and outdoor sporting facilities promote physical fitness and extracurricular engagement. Transport services ensure convenient access to and from the campus, and an amphitheater provides a venue for cultural and recreational events. Hostel facilities offer safe and comfortable accommodation for students, and digitally enabled classrooms enhance teaching and learning experiences.

Student Support and Progression

The college is committed to foster the holistic development of its students by providing robust support and opportunities. It actively assists students in accessing government scholarships and offers college-level freeships to promote inclusivity. Recognizing Marathwada's status as a backward region, the college has implemented various capacity enhancement and development schemes. These encompass in-plant training and placement aid through the Training and Placement Office (TPO), book bank facilities, guidance for competitive exams like GPAT, career counseling, soft skill development, remedial coaching, language labs, bridge courses, add-on certificate programs, yoga, meditation, and personal counseling. The college runs career counseling cell, the facility of Gym is available for the students. These initiatives have significantly propelled students toward higher education and successful placements via campus interviews, with many excelling in government and other entrance examinations.

The college places a high priority on student welfare, maintaining an active grievance redressal mechanism and ensuring a ragging-free campus. It houses a women's grievance cell and provides free parking facilities. The Extracurricular Committee orchestrates a diverse array of sports and cultural events throughout the year, promoting student participation and regional excellence. The college offers hostel accommodations for both genders, fostering a conducive living environment for all.

The college has established an Alumni Association that serves as a valuable resource for current students, offering guidance and support through conferences, seminars, workshops, and guest lectures. Programs in sports and cultural sectors are also provided to facilitate the overall development of students, enhancing their skills and enriching their college experience. Through these comprehensive efforts, the college remains dedicated to nurturing well-rounded individuals poised for success in their future endeavors.

Governance, Leadership and Management

By 2030, the college aims to be among the top 100 Engineering and Management campuses in India. Our mission is to impart quality professional education in Engineering and Management, develop entrepreneurial skills, and enhance students' employability. Leadership and governance follow a decentralized approach, from the Board of Governance and College Development Committee down to the Campus Director, IQAC, Director, HoDs, Administrative Officer, teachers, office staff, lab assistants, and other non-teaching staff. This structure is crucial in achieving the college's vision and mission.

The Internal Quality Assurance Cell (IQAC) plays a pivotal role in maintaining a smooth teaching-learning environment and a positive work culture. It ensures the timely submission of the Annual Quality Assurance Report (AQAR) and conducts regular meetings with the College Development Committee (CDC). The minutes of these meetings are available on the college website. Additionally, the IQAC submits data to NIRF, ARIIA, ICC, AICTE, and AISHE annually, maintaining the quality of education.

The college encourages student participation in national and state-level competitions, such as DIPEX and TIFAN, to promote innovation in technology and agriculture. The college promotes a transparent work culture and recruits experienced faculty through established procedures and policies. A performance-based appraisal system is in place for both teaching and non-teaching staff.

Financial transparency is maintained through the fees collected from students and donations received from philanthropists via the Parent Institution. The annual budget is prepared in collaboration with the Parent Institution, which provides financial support, including salaries. The CDC meetings address infrastructure development, financial needs, and faculty recruitment as per the existing resource mobilization policy. Both internal and external audits of income and expenditure are conducted annually, with Mr. Khandelwal appointed as the external auditor by the Parent Institution.

Internal quality is assured by the IQAC through periodic interactions. The college is dedicated to achieving academic excellence and continuously improving quality.

Institutional Values and Best Practices

ICEEM's institutional distinctiveness and best practices encompass a multifaceted approach to education, integrating innovative initiatives and fostering a culture of excellence and responsibility.

ICEEM's commitment to gender equality is demonstrated through its comprehensive gender audit, spanning 2018-2024. This audit evaluates the gender balance within the institution, adherence to university policies, and the impact of these policies on gender equality. The college implements various gender-sensitive features, including a girls' hostel providing safe and supportive accommodations, an Earn and Learn Scheme supporting economically disadvantaged students, and dedicated facilities for female students. Committees such as the Gender Equity Cell and Women Redressal Cell conduct workshops and awareness programs to promote gender rights and safety.

Efforts to register eligible students as voters are institutionalized through voter registration drives, awareness campaigns, and collaboration with election authorities. ICEEM ensures widespread dissemination of information about voter registration procedures and deadlines, while also establishing institutional mechanisms to integrate voter registration into academic curricula and orientation programs. Student engagement and peer advocacy further promote voter registration initiatives, enhancing democratic participation among the student population.

In terms of environmental sustainability, ICEEM's Techno-Agro Work initiative revolutionizes agricultural education by integrating technology with organic farming practices. This initiative encompasses organic farming, animal husbandry, sustainable practices like rainwater harvesting and vermin-composting, and technological integration to improve agricultural efficiency and sustainability. The outcomes of this initiative include enhanced learning experiences for students, cultural and environmental stewardship, social responsibility, and economic and environmental benefits.

ICEEM's proactive measures to maintain a secure and disciplined environment, including anti-ragging committees, discipline committees, and CCTV surveillance, ensure the safety and well-being of students. The college's participation in national and international commemorations fosters a sense of unity and patriotism among students, contributing to their holistic development.

In response to the COVID-19 pandemic, ICEEM demonstrated compassion and social responsibility by providing its girls' hostel as a quarantine center, highlighting its commitment to community service.

ICEEM's institutional distinctiveness and best practices exemplify its dedication to fostering inclusive education, promoting civic engagement, environmental sustainability, and social responsibility, thereby preparing students to become conscientious and responsible citizens in a rapidly changing world.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	INTERNATIONAL CENTRE OF EXCELLENCE IN ENGINEERING AND MANAGEMENT
Address	ICEEM ENGINEERING, POLYTECHNIC AND MBA COLLEGE, gut no.4, opposite Bajaj auto ltd., pune highway, waluj-pandharpur, chh.sambhajinagar
City	aurangabad
State	Maharashtra
Pin	431136
Website	www.iceem.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Chandraprakash S. Padmavat	0240-2558123	9226514844	0240-2558119	director@iceemabad.com
IQAC / CIQA coordinator	H.L. Jadhav	-	9403770201	-	viceprincipal@iceemabad.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

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

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	20-06-2023	12	

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	ICEEM ENGINEERING, POLYTECHNIC AND MBA COLLEGE, gut no.4, opposite Bajaj auto ltd., pune highway, waluj-pandharpur, chh.sambhajinagar	Rural	11	13521.2

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Mechanical Engineering,MECHANICAL	48	HSC	English	30	7
UG	BE,Civil Engineering,CIVIL	48	HSC	English	30	3
UG	BE,Electronics Telecommunication Engineering,ETC	48	HSC	English	30	25
UG	BE,Computer Science Engineering,CSE	48	HSC	English	120	99
UG	BE,Aiml,Artificial intelligence and Machine Learning	48	HSC	English	60	43
PG	ME,Mechanical Engineering,mechanical engineering	48	HSC	English	18	6
PG	ME,Computer Science Engineering,CSE	48	HSC	English	18	0
PG	MBA,Master Of Business Administration,	48	HSC	English	120	117

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				3				18			
Recruited	0	1	0	1	2	1	0	3	13	5	0	18
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				3				33			
Recruited	2	0	0	2	3	0	0	3	16	17	0	33
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						17
Recruited	11		6		0	17
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	4	2	0	6
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	1	1	0	2	0	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	13	5	0	18
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	3	0	0	0	0	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	16	17	0	33
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	Others	Total
		11	4	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	107	0	0	0	107
	Female	70	0	0	0	70
	Others	0	0	0	0	0
PG	Male	74	0	0	0	74
	Female	43	0	0	0	43
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	74	70	57	37
	Female	25	31	22	11
	Others	0	0	0	0
ST	Male	2	5	4	2
	Female	0	1	1	1
	Others	0	0	0	0
OBC	Male	78	82	99	70
	Female	20	23	34	30
	Others	0	0	0	0
General	Male	212	376	302	173
	Female	82	101	104	73
	Others	0	0	0	0
Others	Male	76	72	61	43
	Female	28	23	26	24
	Others	0	0	0	0
Total		597	784	710	464

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The college has its commitment to a multidisciplinary educational ethos. This ethos is particularly evident in the MBA program, where students are exposed to a broad spectrum of subjects, including Information Technology, Marketing, Production and Operations, Human Resource Management, Hospital Administration, and Finance. This holistic approach ensures that MBA students develop a comprehensive understanding of various business domains before delving into their chosen specialization. Likewise, undergraduate students undergo a similar trajectory. During the initial year of their program, whether pursuing Mechanical, Civil, Computer Science and Engineering, Electrical and Electronics, or Artificial Intelligence and Machine Learning, students are immersed in a foundational curriculum that covers a diverse range of subjects. This foundational year lays the groundwork for a well-rounded education, fostering critical thinking and problem-solving skills across multiple disciplines. As students' progress into their second year, they transition into more specialized coursework tailored to their chosen field of study. This sequential approach allows them to build upon the broad foundation established in their first year, delving deeper into the intricacies of their respective disciplines. The college's educational model emphasizes the importance of interdisciplinary learning. By exposing students to a wide array of subjects early on, and gradually allowing them to specialize in their areas of interest, the institution fosters the development of versatile professionals equipped to tackle the complex challenges of today's rapidly evolving world. Whether through its undergraduate or postgraduate programs, the college remains dedicated to nurturing well-rounded individuals capable of making meaningful contributions in their chosen fields.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The college is affiliated to Dr. Babasaheb Ambedkar Marathwada University (BAMU), The Academic Credit Bank Digilock at Dr. Babasaheb Ambedkar Marathwada University (BAMU) Aurangabad which is an innovative system designed to streamline and enhance the academic experience for students. This digital platform serves as a repository where students can accumulate academic credits earned through various courses and programs offered by the university. Students are motivated to open the</p>

	<p>Academic Credit Bank. It works as: Credit Accumulation: Students earn credits for successfully completing courses and academic activities throughout their academic journey. These credits are accumulated and stored digitally within the Academic Credit Bank. Flexibility and Mobility: One of the key benefits of the Academic Credit Bank Digilock is its flexibility. Students can utilize the credits they've earned to fulfill degree requirements, regardless of the specific program or course they were initially earned from. This allows for greater mobility within the university's academic ecosystem. Transparency and Accessibility: The platform provides transparency regarding credit allocation and utilization. Students can easily access their credit records and track their progress towards degree completion. This accessibility promotes accountability and empowers students to take ownership of their academic journey. Interdisciplinary Learning: The Academic Credit Bank encourages interdisciplinary learning by recognizing credits earned from a diverse range of courses and programs. This fosters a holistic educational experience, allowing students to explore various fields of study and customize their academic path according to their interests and career goals. Lifelong Learning: The system supports lifelong learning by allowing students to continue accumulating credits even after completing their initial degree programs. This is particularly beneficial for individuals seeking to pursue further education or professional development opportunities. Thus, the Academic Credit Bank Digilock at Dr. BAMU, Aurangabad, represents a forward-thinking approach to academic management, offering students greater flexibility, transparency, and opportunities for interdisciplinary learning within the university's academic framework.</p>
<p>3. Skill development:</p>	<p>The college believes that education should extend beyond traditional classroom instruction and encompass hands-on, experiential learning opportunities that foster the development of practical skills. By integrating skill-based certificates into its academic offerings, the college acknowledges the importance of equipping students with the tools they need to thrive in the professional realm. The skill-based certificates offered by the college cover a wide</p>

range of disciplines, reflecting the diverse needs of today's job market. From technical proficiencies like AutoCAD, 3-D Modelling, and Python programming to soft skills such as time management, negotiation, and personality development, the certificates address both the technical and interpersonal aspects of professional success. The college recognizes the importance of staying abreast of emerging technologies and trends in various industries. Therefore, certificates in cutting-edge areas like blockchain technology, robotic technology, and AWS certification are also offered, providing students with valuable insights and expertise in fields poised for growth and innovation. The teaching-learning process associated with these skill-based certificates is characterized by practicality, relevance, and application. Courses are designed to be hands-on, allowing students to engage directly with the tools, technologies, and concepts they are learning. Whether through lab sessions, workshops, or real-world projects, students are encouraged to actively apply their knowledge and skills in simulated or authentic contexts, thereby enhancing their understanding and proficiency. The college emphasizes a learner-centered approach, wherein students are actively involved in setting learning goals, identifying areas for improvement, and reflecting on their progress. This fosters a sense of ownership and responsibility for one's own learning journey, empowering students to take charge of their academic and professional development. The college's commitment to skill-based teaching and learning is grounded in the belief that education should not only impart knowledge but also equip individuals with the practical skills and competencies needed to succeed in today's rapidly evolving world. By offering a diverse array of skill-based certificates, the college endeavors to prepare students for the challenges and opportunities that await them in their future careers.

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

The college is Engineering and Management College and it is affiliated to Dr. Babasaheb Ambedkar Marathwada University (BAMU) Aurangabad. Hence, it has to follow prescribed syllabus of Affiliating University. There is no provision in the syllabus of Affiliating University to integrate the Indian Knowledge System in the syllabus. For the

integration of the Indian Knowledge System, the college celebrates Marathi Pandharwada annually to integrate the importance of Indian Knowledge amongst student about regional language of Maharashtra which has rich heritage of literature, especially spiritual literature. The college has organized online session for it entitled as: Marathi-Mother Tongue, Its affinity and Existence, in collaboration with Nutan Mahavidyalaya Selu, dated on 6th April, 2023. The chief was Mr. Hemchandra Hadsonkar -the Teacher of Marathi Language working in Junior College of Nutan Mahavidyalaya Selu in Marathi Department. To integrate the knowledge and importance of Hindi language in the contemporary era- the college has organized online session on 'Hindi Literature and Society,' dated on 13/10/2022. To integrate the knowledge of Sanskrit and Development of Indian Ancient Era, available in Sanskrit, the college has organized online session on the topic 'Sanskrit in Modern Era', dated on 11/08/2022 in collaboration with Nutan Mahavidyalaya Selu. Mr. Mohan Patil the Teacher of Sanskrit Language working in Junior College of Nutan Mahavidyalaya Selu in Sanskrit Department. The college has conducted offline Session on 15/02/2023 entitled as "Significance of Pali Philosophy: The Need of Contemporary Era." The college has uploaded many important videos of experts who delivered lectures on IKS and its relevance to contemporary era as: 1. https://www.youtube.com/watch?v=DivU_uHwyKw&list=PL9MeEziOdUu7B41H23_DI2tJp25adLq1 2. https://www.youtube.com/watch?v=9_UIJOkwFog&list=PLRfu94TCePTtVPR-kC4RpIGIwo7-ViCGP 3. <https://www.youtube.com/watch?v=xMOFJwqCQcw> 4. <https://www.youtube.com/watch?v=3H16y-XfMMc> 5. https://www.youtube.com/watch?v=_LSiA16jrWc 6. <https://www.youtube.com/watch?v=cqGgsweEBd0> 7. https://www.youtube.com/watch?v=np1QZl8aCVY&list=PLD1nfo-60R_JUNdXb-HwPUApkblxIem70 8. <https://www.youtube.com/watch?v=XqyX6qXqHxE> 9. https://www.youtube.com/watch?v=B2QjQrZU_0E 10. <https://www.youtube.com/watch?v=ivwqpCtdkdA>

5. Focus on Outcome based education (OBE):

The College believes in the students' welfare and

	<p>outcome based teaching-learning process. It defines the learning outcomes in three different levels as Program Outcomes, Course Outcomes and Program Specific Outcomes. All subject teachers defines Program Outcomes, Course Outcomes and Program Specific Outcomes for their concern program and concern subjects. The defined Program Outcomes, Course Outcomes and Program Specific Outcomes are available in all department, IQAC, one copy of it is available in library and uploaded on the college website. All subject teachers defines their Program Outcomes, Course Outcomes and Program Specific Outcomes attainment level annually and measure it on regular base to check the outcomes of teaching-learning process. Seven Scale Measurement Method, Blooms Technology and Comparative Charts and graphs etc. methods are used to measure the defined Program Outcomes, Course Outcomes and Program Specific Outcomes attainment level. If subject teacher found any gap between defined target attainment level and achieved attainment level-extra classes, counselling of the student and parents if needed is organized by the concern subject teacher. Thus, the college focuses more on Program Outcomes, Course Outcomes and Program Specific Outcomes attainment level and they are measure on the regular basis.</p>
<p>6. Distance education/online education:</p>	<p>The college has registered for Swayam, NPTEL, NASSCOM and other AICTE courses for online education course to provide skill basis courses to students.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, Yes, the International Centre of Excellence in Engineering and Management (ICEEM) has established an Electoral Literacy Club (ELC) within the college. The ELC was set up as part of our commitment to fostering informed and active citizenship among our students. The College has setup of Electoral Literacy Club (ELC) since the academic year 2022-23. Prior to it, the activities related to Electoral Literacy Club (ELC) were conducted by NSS department of the college.</p>
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2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?

Yes, the International Centre of Excellence in Engineering and Management (ICEEM) has appointed a dedicated students' coordinator and coordinating faculty members for the Electoral Literacy Club (ELC). The ELC is fully functional and representative in character, engaging a diverse group of students across different disciplines and years. The following details provide an overview of the appointments and functionality of the ELC at ICEEM:

Coordinator and Student Campus Ambassador: Faculty Coordinator: Mr. A. B. Humbe has been appointed as the Coordinator of the ELC. He is responsible for overseeing the activities of the club, ensuring adherence to the guidelines, and facilitating events and programs.

Student Campus Ambassador: Bhausahab Mote, a student of First Year Engineering, has been appointed as the Student Campus Ambassador. He acts as a liaison between the student body and the ELC, promoting electoral literacy and engagement among peers.

ELC Members: The ELC comprises a representative and diverse group of students from various disciplines and years. The members include: Saurabh Aagale Santosh Aher Saurabh Borde Ashwini Ghume Pavan Havle Tushar Desai Aarti Jadhav Ganesh Kale Dipak Nikam Sakshi Pawar Dipak Wagh Akshara Rathod Harshada Chaudhari Aditya Bhosale Vijay Jadhav Priti Tiwari Pratiksha Salunke Vimal Khajekar Sana Tadvi Sandip Kelode These members are actively involved in planning and executing the activities of the ELC, ensuring broad representation and inclusivity within the club.

Functionality of the ELC: The ELC at ICEEM is highly functional, conducting various activities aimed at promoting electoral literacy and active citizenship among students. Key activities and initiatives include:

- Educational Workshops and Seminars:** Regular sessions on the electoral process, the importance of voting, and democratic values.
- Voter Registration Drives:** Campaigns to assist students in registering to vote, ensuring that all eligible students are enrolled.
- Mock Elections:** Simulations to provide students with practical experience of the voting process.
- Debates and Discussions:** Forums for students to discuss and debate current political issues and the role of citizens in a democracy.
- National Voters' Day Celebrations:** Special events and activities to commemorate the significance of the day.

Representative Character:

	<p>The ELC is designed to be representative of the diverse student population at ICEEM. The inclusion of members from different academic years and disciplines ensures that the club addresses the interests and concerns of a broad student demographic. This representative structure enhances the club's ability to effectively promote electoral literacy across the entire college community. ICEEM has successfully appointed a students' coordinator and coordinating faculty members for the ELC, and the club is fully operational and representative in character. The diverse membership and active engagement in various initiatives highlight the ELC's commitment to fostering informed and active citizenship among students.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The initiative programs conducted by ICEEM under ELC are: Voter Registration Drives: ICEEM organizes voter registration camps in collaboration with local election authorities. These camps are not only held within educational institutions but also extended to the surrounding communities. ICEEM conducts door-to-door campaigns to raise awareness about the importance of voter registration and assists individuals in completing the registration process. Assisting District Election Administration: ICEEM works closely with district election administration to provide support during elections. This includes training student volunteers to serve as polling booth assistants, providing logistical support such as transportation for election materials, and offering venues for election-related training sessions and meetings. Voter Awareness Campaigns: ICEEM designs and implements voter awareness campaigns utilizing various mediums such as posters, pamphlets, videos, and social media platforms. These campaigns are tailored to address the specific needs and concerns of different demographic groups within the community. ICEEM also conducts workshops and seminars in collaboration with local leaders and organizations to educate citizens about their voting rights and responsibilities. Promotion of Ethical Voting: ICEEM conducts workshops and seminars on the importance of ethical voting and the consequences of electoral malpractices. These sessions focus on promoting values of integrity, fairness, and transparency in the electoral process. ICEEM also works with law enforcement agencies to</p>

	<p>report and address instances of electoral fraud or misconduct. Enhancing Participation of Underprivileged Sections: ICEEM prioritizes the inclusion of underprivileged sections of society in its electoral outreach programs. Special initiatives are undertaken to engage marginalized groups such as transgender individuals, commercial sex workers, disabled persons, and senior citizens. ICEEM collaborates with local NGOs and community leaders to identify barriers to participation and implement targeted strategies to overcome them, such as providing transportation assistance, language interpretation services, and accessible polling stations.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Activities conducted by ICEEM as part of social relevance under ELC: Research Projects: ICEEM conducted research projects focusing on electoral issues, such as voter behavior analysis, electoral reforms, electoral literacy, and the impact of social media on elections. These projects aimed to contribute valuable insights to the academic community and policymakers. Surveys: ICEEM conducted surveys to assess the level of electoral awareness and participation among students and the surrounding community. These surveys helped in identifying areas for improvement and designing targeted interventions to enhance electoral engagement. Awareness Drives: ICEEM organized various awareness drives and campaigns to educate students and the community about their voting rights, the importance of participating in elections, and ethical voting practices. These drives included workshops, seminars, street plays, poster campaigns, and voter registration camps. Content Creation: ICEEM developed educational content such as pamphlets, brochures, videos, and social media posts focused on electoral literacy and civic engagement. This content was disseminated through various channels to reach a wider audience and promote informed decision-making during elections. Publications: ICEEM published articles, reports, and academic papers highlighting its contributions to advancing democratic values and participation in electoral processes. These publications showcased the college's commitment to promoting civic engagement and nurturing responsible citizenship among its students and the community.</p>

5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

Activities conducted by the ELC cell of ICEEM to register eligible students as voters and institutionalize mechanisms for voter registration: **Voter Registration Drives:** The ELC cell collaborated with the College to organize regular voter registration drives on campus. These drives featured registration booths staffed by ELC volunteers who provided guidance on documentation requirements and assisted students in completing the registration process. **Awareness Campaigns:** ELCs conducted extensive awareness campaigns to emphasize the significance of voter registration and civic participation. Utilizing mediums such as posters, seminars, social media platforms, and classroom discussions, ELCs educated students about their role in the electoral process and encouraged them to register as voters. **Information Dissemination:** The ELC cell ensured widespread dissemination of information regarding voter registration procedures, deadlines, and eligibility criteria. Information was shared through various channels including college websites, bulletin boards, and email newsletters to ensure that all students were well-informed and motivated to register as voters. **Collaboration with Election Authorities:** ELCs worked closely with local election authorities to facilitate the voter registration process for students. This collaboration involved organizing special registration camps on campus, providing assistance with documentation verification, and addressing any challenges or queries students encountered during the registration process. **Institutionalized Registration Mechanisms:** The ELC cell, in partnership with the College administration, established institutionalized mechanisms for voter registration. This involved integrating voter registration drives into orientation programs, student enrollment procedures, and academic curricula to ensure sustained efforts in registering new voters every academic year. **Student Engagement and Peer Advocacy:** ELCs fostered student engagement and peer advocacy by encouraging student leaders and peer educators to actively promote voter registration initiatives. Through student-led campaigns, peer-to-peer outreach, and incentivized programs, ELCs motivated students to register as voters and actively participate in the democratic process. Through these concerted efforts, the ELC cell of ICEEM endeavored to address the issue of students above 18 years who

were yet to be enrolled as voters, while also institutionalizing mechanisms to promote voter registration and civic engagement among the student population.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
417	854	302	464	294
File Description		Document		
Upload Supporting Document		View Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 171

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	50	51	52	55

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1560.77	826.90	691.04	897.13	1582.71

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The International Centre of Excellence in Engineering and Management (ICEEM), Aurangabad, is a distinguished self-financing engineering college under the aegis of the Indian Institute of Rural Workers (IIRW). Affiliated with Dr. Babasaheb Ambedkar Marathwada University (Dr. BAMU), Aurangabad, ICEEM offers a comprehensive range of academic programs. These include five undergraduate programs BE (Mechanical, Civil, Computer Science and Engineering, Electrical and Electronic Engineering, Artificial Intelligence and Machine Learning) and Three postgraduate programs ME(Computer Science) and ME (Mechanical) MBA, and one diploma course, all of which have been approved by the All India Council for Technical Education (AICTE) new Delhi and the Directorate of Technical Education (DTE), Government of Maharashtra.

ICEEM is committed to adhering to the curriculum established by Dr. BAMU, ensuring that it remains up-to-date with current employability trends, technological advancements, and social needs. This approach facilitates holistic student development and maintains the institution's relevance in an ever-evolving societal context. To ensure a well-structured academic experience, ICEEM meticulously prepares an Academic Calendar in alignment with the university's schedule. Each department within the college then develops its own calendar, guided by the institutional calendar prepared by the Internal Quality Assurance Cell (IQAC). This includes tentative details of internal assignments, which are crucial for the seamless execution of the academic plan.

The faculty at ICEEM plays a pivotal role in both shaping and executing the university's curriculum. Senior faculty members actively participate in various university committees such as the Board of Studies, College Inspection Committee, Local Selection Committee, and University Examination Committee. They also engage in essential academic activities like paper setting and checking, ensuring the rigorous academic standards of the institution. This involvement not only enhances the curriculum but also fosters a strong academic community within the university.

The academic calendar of ICEEM is synchronized with that of Dr. BAMU, ensuring consistency and coherence in the academic activities across the institution. Each department creates its own schedule, which includes a variety of activities designed to enhance the learning experience. These activities extend beyond traditional classroom teaching and encompass tutorials, assignments, class tests, preliminary examinations, remedial classes, marathon study sessions, practical labs, night study classes, study tours, industrial visits, field visits, and expert lectures.

For the academic year 2024-25, the internal assessment and assignment of work related to different curricular, co-curricular, and extra-curricular activities have been outlined comprehensively. These

assignments are integral to the academic framework of ICEEM and are designed to ensure a robust and dynamic educational experience for the students. The college encourages students to actively engage with these activities, thereby fostering a culture of cooperation and mutual growth.

By integrating a diverse range of academic and co-curricular activities, ICEEM ensures that its students are well-equipped to meet the demands of the professional world. The college's commitment to excellence is reflected in its meticulous planning and execution of the academic calendar, providing a structured yet flexible learning environment.

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

1.2 Academic Flexibility

1.2.1

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

Response: 05

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

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

Response: 11.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	67	0	70	80

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The International Centre of Excellence in Engineering and Management (ICEEM) Curriculum, affiliated with Dr. Babasaheb Ambedkar Marathwada University Aurangabad, offers a comprehensive array of courses designed to meet the standards outlined by the university. Rooted in a holistic approach, the curriculum encompasses a wide range of cross-cutting issues, ensuring students are equipped with a well-rounded education.

Cross-Cutting Issues:

- Emphasizing the fundamental principles of the Constitution of India, including the Right to Equality and Right to Freedom.
- Exploring the intricacies of public service governance and the functions of organs of governance.

Management Studies:

- Delving into essential topics such as Management Practices, Organizational Behavior, and Managerial Skills.
- Understanding the role of emotional intelligence, decision-making processes, and effective communication in managerial contexts.

Business Studies:

- Analyzing the dynamics of the business cycle, consumer preferences, and principles of managerial economics.
- Exploring research methodology components and techniques crucial for informed decision-making.

Management Accounting and Environmental Management:

- Managing material, labor, and overhead costs while promoting sustainable development and adhering to environmental management standards.

IT for Managers:

- Equipping students with knowledge of information systems, e-business foundations, and the integration of IT with management practices.

Community Service:

- Engaging in activities aimed at social responsibility, including donations, awareness programs, and community assistance.

Human Resource Management (HRM):

- Understanding HR functions, recruitment processes, industrial relations, and performance management.

Financial Management and Marketing Management:

- Navigating financial principles, asset management, marketing environments, and customer relationship management strategies.

Production and Operations Management (POM):

- Covering production planning, capacity management, material handling, and business law pertinent to operations.

Indian Ethos & Values and International Business Environment:

- Examining professional ethics, Indian leadership, corporate social responsibility, and the global landscape of investment and trade.

Creativity and Innovation:

- Fostering creativity through innovative thinking, mind mapping techniques, and real-world case studies.

Financial Markets, Corporate Taxation, and Investment Management:

- Understanding financial systems, taxation laws, investment analysis, and employee remuneration structures.

Human Resource Development (HRD) and Cross-Culture Management:

- Developing HR strategies, training programs, and cross-cultural competencies for global HRM.

Consumer Behavior, Advertising Management, and Retail Management:

- Studying consumer decision-making, advertising ethics, retail operations, and brand management practices.

Sales & Customer Relationship Management (CRM) and Digital Marketing:

- Exploring sales management strategies, CRM techniques, and digital marketing trends.

Production Planning & Control (PPC), Logistics Management, and World Class Manufacturing (WCM):

- Optimizing production processes, inventory management, transportation systems, and implementing world-class manufacturing practices.

Strategic Management & IT, System Analysis and Design, and Database Management:

- Aligning IT with strategic objectives, analyzing systems, designing databases, and application development.

Hospital Management and Legal Aspects:

- Introducing healthcare management principles, decision-making processes, and legal regulations governing hospitals.

Engineering Courses:

- Covering a spectrum of engineering disciplines including fluid mechanics, concrete technology, highway engineering, and computer-aided design (CAD).

The ICEEM curriculum is designed to empower students with a comprehensive skill set, preparing them to excel in diverse professional environments and contribute meaningfully to society.

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

1.3.2

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

Response: 40.05

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

Response: 167

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

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 35.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
149	85	69	74	77

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
255	255	255	240	270

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list as published by the HEI and endorsed by the competent authority	View Document
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.1.2

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

Response: 26.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
75	33	23	31	28

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

2022-23	2021-22	2020-21	2019-20	2018-19
141	107	150	155	171

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 7.87

2.3 Teaching- Learning Process

2.3.1

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

Response:

At the International Centre of Excellence in Engineering and Management (ICEEM), Aurangabad, student-centric methods are integral to the educational framework. The College emphasizes the use of Information and Communication Technology (ICT) enabled tools, including online resources, to ensure an effective teaching and learning process.

Experiential Learning:

- Experiential learning at ICEEM involves hands-on experiences that enable students to apply theoretical concepts to real-world scenarios includes:
- Laboratory Work: Practical sessions in well-equipped labs where students experiment and apply their knowledge.
- Industrial Visits: Regular visits to industries provide students with exposure to practical applications of their coursework.
- Internships and Projects: Mandatory internships and projects with industry partners allow students to gain valuable insights and practical skills.
- Field Trips and Study Tours: Organized trips to relevant sites and industries enhance learning through direct exposure to professional environments.

Participative Learning:

Participative learning at ICEEM fosters an interactive and collaborative learning environment including:

- Group Discussions and Debates: Encouraging students to discuss and debate topics to enhance critical thinking and communication skills.
- Workshops and Seminars: Regular workshops and seminars by industry experts and academicians facilitate knowledge sharing and interactive learning.
- Collaborative Projects: Group projects that require students to work together, promoting teamwork and collaborative problem-solving skills.
- Student Clubs and Societies: Active participation in various clubs and societies that organize academic and cultural activities, enhancing leadership and organizational skills.

Innovative Learning Method:

The college has Practice of Marathon Lecture Series which is introduced from 2021-22. Under this scheme twelve hours lecture from 7 PM to 7AM and from 7 Am and to 7 PM as twelve hours Marathon classes for the revision of taught contents in the regular classroom.

Problem-Solving Methodologies:

Problem-solving methodologies are integrated into the curriculum to develop students' analytical and critical thinking abilities including:

- Case Studies: Analyzing real-world cases to apply theoretical knowledge and develop problem-solving strategies.
- Simulations and Role-Playing: Using simulations and role-playing exercises to recreate real-life scenarios and solve complex problems.

- Coding and Programming Challenges: For engineering students, coding challenges and Hackathons are organized to improve their programming skills and problem-solving abilities.
- Research Projects: Encouraging students to undertake research projects that address current issues, fostering innovative thinking and solutions.

ICT-Enabled Tools:

The use of ICT-enabled tools is a cornerstone of ICEEM's teaching and learning process, enhancing the educational experience through technology as:

- Learning Management Systems (LMS): Platforms like Moodle or Google Classroom are used for course management, assignment submissions, and resource sharing.
- Online Resources: Access to e-books, online journals, and educational websites enriches the learning material available to students.
- Virtual Classrooms and Webinars: Utilizing platforms like Zoom and Microsoft Teams for virtual lectures, guest lectures, and webinars, ensuring continuity in learning.
- Multimedia Tools: Incorporating videos, animations, and interactive simulations to make complex concepts easier to understand.
- Online Assessments: Conducting quizzes, tests, and assignments online for immediate feedback and continuous assessment.

ICEEM’s commitment to these student-centric methods ensures that the educational process is effective, engaging and relevant to the needs of modern learners. By combining experiential learning, participative learning, problem-solving methodologies, and ICT-enabled tools.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	50	51	52	55

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 5.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	03	03	01	01

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The transparency of the internal/external assessment mechanisms and the efficiency of the grievance redressal system, the International Centre of Excellence in Engineering and Management (ICEEM), Aurangabad, ensures the following activities are conducted to maintain high standards of accountability and fairness:

Mechanism of Internal Assessment:

Clear Communication of Assessment Criteria:

- **Publication of Syllabus and Assessment Details:** Detailed syllabus and assessment criteria are shared with students at the beginning of each semester through the college website, learning management system (LMS), and departmental notice boards.
- **Orientation Sessions:** Conducting orientation sessions at the start of the academic year to explain the assessment process, including grading, evaluation methods, and important dates.

Continuous Assessment:

- **Regular Assignments and Tests:** Periodic assignments in each semester which are scheduled as per the academic calendar to ensure continuous evaluation.
- **Practical Assessments:** Regular lab work and practical exams are conducted to assess hands-on skills.
- **Class Participation and Attendance:** Regular monitoring and assessment of class participation and attendance as part of the continuous assessment process.

Internal Examination:

- **Mid-Term and Pre-Final Exams:** Conducting mid-term and pre-final exams with prior notice to evaluate the ongoing progress of students for the First Year student only.
- **Transparency in Marking:** Providing detailed marking schemes and rubrics for assessments and exams to ensure transparency.

Mechanism of External Assessment

University Examinations:

- **Alignment with University Guidelines:** Ensuring that the conduct of university examinations follows the guidelines and schedules provided by Dr. Babasaheb Ambedkar Marathwada University.
- **External Invigilation:** Inviting external invigilators to maintain the integrity and fairness of the examination process.
- **Evaluation by University Appointed Examiners:** External evaluations are conducted by university-appointed examiners to ensure impartiality.

Grievance Redressal System

Establishment of Grievance Redressal Cell:

- **Dedicated Committee:** Forming a dedicated grievance redressal committee comprising faculty members, administrative staff, and student representatives.
- **Clear Procedures:** Establishing clear procedures for submitting grievances related to assessments, ensuring students are aware of the process through orientation sessions and informational material.

Time-Bound Redressal Process:

Acknowledgement of Complaints: Acknowledging receipt of grievances within the time bound defined by Affiliating University.

Mechanisms for Appeals:

- **Re-Evaluation and Re-Checking:** Offering options for re-evaluation and re-checking of answer scripts if students are unsatisfied with their marks.
- **Appeals Process:** Implementing an appeals process where students can appeal the decisions of the grievance redressal committee if they feel their concerns have not been adequately addressed.

Confidentiality and Fairness:

- **Ensuring Confidentiality:** Maintaining the confidentiality of all grievances and the identity of complainants.
- **Impartiality:** Ensuring that the grievance redressal process is impartial and free from any bias or favoritism.

Through these activities, the college ensures a transparent, fair, and efficient assessment system, complemented by a robust grievance redressal mechanism that fosters trust and integrity in the academic environment.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

International Centre of Excellence in Engineering and Management (ICEEM), Aurangabad, Programme Outcomes (POs) and Course Outcomes (COs) has very carefully designed to align with the College's vision of producing competent professionals who could meet industry standards and contribute to society. These outcomes are systematically developed, reviewed, and displayed on the college's website to ensure transparency and awareness among all stakeholders.

Programme Outcomes (POs):

Programme Outcomes (POs) were broad statements describing the knowledge, skills, and attitudes students were expected to develop by the end of their educational program. These outcomes are consistent across all engineering and management programs offered by ICEEM and are in line with the guidelines set by the affiliating university and accrediting bodies.

- **Engineering Knowledge:** Students applied knowledge of mathematics, science, engineering fundamentals, and specialization to solve complex engineering problems.
- **Problem Analysis:** Students identified, formulated, reviewed research literature, and analyzed complex engineering problems using principles of mathematics, natural sciences, and engineering sciences.
- **Design/Development of Solutions:** Students designed solutions for complex engineering problems and developed system components or processes that met specified needs, considering public health and safety, as well as cultural, societal, and environmental considerations.
- **Conduct Investigations of Complex Problems:** Students used research-based knowledge and methods, including the design of experiments, analysis, interpretation of data, and synthesis of information to provide valid conclusions.
- **Modern Tool Usage:** Students created, selected, and applied appropriate techniques, resources, and modern engineering and IT tools, including prediction and modeling, to complex engineering activities, understanding their limitations.
- **The Engineer and Society:** Students applied reasoning informed by contextual knowledge to assess societal, health, safety, legal, and cultural issues and the consequent responsibilities relevant to professional engineering practice.
- **Environment and Sustainability:** Students understood the impact of professional engineering solutions in societal and environmental contexts and demonstrated knowledge of and need for sustainable development.
- **Ethics:** Students applied ethical principles and committed to professional ethics and responsibilities and norms of engineering practice.
- **Individual and Team Work:** Students functioned effectively as individuals and as members or leaders in diverse teams and multidisciplinary settings.
- **Communication:** Students communicated effectively on complex engineering activities with the engineering community and society at large, including the ability to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
- **Project Management and Finance:** Students demonstrated knowledge and understanding of engineering and management principles and applied these to their own work, as members and leaders in a team, to manage projects and work in multidisciplinary environments.
- **Life-Long Learning:** Students recognized the need for, and had the preparation and ability to engage in, independent and life-long learning in the broadest context of technological change.

Course Outcomes (COs):

Course Outcomes (COs) were specific statements that described what students should know, understand, and be able to do after completing a course. These outcomes are aligned with the Programme Outcomes and tailored to the content and objectives of each course. The COs are clearly stated and displayed for each course offered in the various undergraduate and postgraduate programs.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

International Centre of Excellence in Engineering and Management (ICEEM), Aurangabad has a comprehensive approach to training on the attainment of Programme Outcomes (POs) and Course Outcomes (COs) has been implemented across all subjects. This training ensures that faculty members are equipped with the necessary knowledge and skills to define, measure, and evaluate COs effectively. The evaluation methods employed include Bloom's Taxonomy, Seven Scale measurement, as well as charts and graphs. Furthermore, while COs are defined by each subject teacher for internal examinations, the attainment of University Programme Outcomes is measured through a standardized process.

Training on Attainment of POs and COs:

Faculty Training Programs:

- ICEEM conducts regular faculty training programs focused on curriculum development, assessment methods, and pedagogical strategies.
- Specific sessions are dedicated to understanding and implementing COs in course planning and delivery.
- Faculty members learn how to align course objectives with higher-order cognitive skills to ensure comprehensive learning outcomes.

Training Modules:

- Tailored training modules are developed to guide faculty through the process of defining COs for their respective subjects.
- These modules cover various aspects such as writing measurable learning outcomes, selecting appropriate assessment methods, and aligning assessments with course objectives.

Evaluation Methods:

Bloom's Taxonomy:

- Faculty members utilize Bloom's Taxonomy to classify COs according to cognitive levels, including remembering, understanding, applying, analyzing, evaluating, and creating.
- This framework helps in designing assessments that assess students' abilities at different cognitive levels, ensuring a comprehensive evaluation.

Seven Scale Measurement:

A seven-point scale measurement system is employed to assess students' performance against defined COs.

This scale allows for nuanced evaluation, providing detailed feedback on students' level of achievement in relation to each outcome.

Charts and Graphs:

- Visual representations such as charts and graphs are used to analyze and present assessment data.
- Faculty members create graphical representations of students' performance on COs, enabling them to identify trends, areas of strength, and areas for improvement.

Internal Examination and University Programme Outcomes:

COs Defined by Subject Teachers:

- For internal examinations, subject teachers define COs based on the objectives of their respective courses.
- These COs are aligned with the overall POs of the program and reflect the specific learning outcomes expected from each course.

Measurement of University Programme Outcomes:

- University Programme Outcomes, which encompass broader skills and competencies, are measured through a standardized process.
- Assessment methods such as surveys, standardized tests, and external evaluations are employed to gauge the attainment of these outcomes.

The training provided on COs and evaluation methods such as Bloom's Taxonomy and Seven Scale measurement, ICEEM ensures that faculty members are equipped to define, measure, and evaluate learning outcomes effectively. This structured approach not only enhances the quality of education but also facilitates continuous improvement in curriculum design and delivery. The differentiation between internal examination COs and measurement of University Programme Outcomes allows for a comprehensive evaluation of students' learning experiences and achievements.

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

2.6.3

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

Response: 62.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
86	173	198	102	69

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

2022-23	2021-22	2020-21	2019-20	2018-19
199	354	222	125	106

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.61

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 5.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	4.10	1.85

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

The college has established an Incubation Cell and an Intellectual Property Rights (IPR) Cell to facilitate the organization of conferences, seminars, and workshops. The college also emphasizes the promotion of Indian Knowledge Systems (IKS), organizing dedicated workshops and creating a Memorandum of Understanding (MoU) with Balwant Library for access to books on IKS. The college has uploaded numerous YouTube links and files related to the relevance of IKS in the contemporary era on its website under the IKS menu.

In the academic year 2022-23, the institution hosted a variety of workshops and seminars to enhance the knowledge and skills of participants. The year commenced with National Librarian Day on August 11, 2022, attracting 27 participants, followed by an induction program for TE & BE EEE students on August 24, 2022, with 13 attendees. Engineer's Day on September 15, 2022, drew 67 participants and included a workshop on website development using WordPress and digital design with Canva, involving 47

participants. The Marathwada Mukti Sangram Din was observed on September 17, 2022.

A session on the future job scenario in IT on September 23, 2022, attracted 73 participants, while a team-building activity engaged 13 participants. A tree plantation and Shram Dan event on September 24, 2022, saw the participation of 50 individuals, and a Career Path Ahead Counseling Session on September 26, 2022, had 11 attendees. One of the most attended events was the Creating Awareness Session on IPR on October 6, 2022, with 92 participants.

Several other events were conducted, including a session on preparing for private/government job aptitude with 8 participants, and Reading Day on October 15, 2022, which saw 25 participants. The job fair on November 18, 2022, was notably successful, attracting 152 participants. Induction programs for MBA and mechanical engineering students on November 30, 2022, drew 21 participants, while the program for SE EEE students attracted 10 participants.

A workshop on "Introductory FDP on Universal Human Values" from December 15-17, 2022, involved 58 participants, and a promotional activity by the MBA Department on December 21, 2022, attracted 35 participants. A yoga session on Inner Engineering on January 5, 2023, had 33 participants, and an FDP on the Importance of Cyber Security at the Workplace on February 8, 2023, involved 21 participants. An online FDP on Intellectual Property Rights on February 11, 2023, had 28 participants, and a session on writing quality research papers and academic performance index on February 13, 2023, involved 14 participants.

The Python Programming workshop from February 13-24, 2023, attracted 17 participants, and a two-day BYST workshop on February 14, 2023, drew 53 participants. Soft skill development sessions from February 17 to March 1, 2023, engaged 26 participants. An international conference on February 17-18, 2023, saw 42 participants. A boot camp on Blockchain technology from March 30-31, 2023, was highly popular, with 120 participants. The Institute Industry Interaction Meet on June 4, 2023, had 30 participants. Sessions on Swift programming and iOS development and software development practices in IT, both on May 2, 2023, attracted 24 and 49 participants, respectively. Finally, a resume-building and career guidance session on June 8, 2023, and a farewell program for BE ETC students on June 9, 2023, each saw 27 participants.

This extensive series of workshops and seminars demonstrates the college's commitment to providing comprehensive educational and professional development opportunities throughout the year.

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

3.2.2

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

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

Response: 57

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	05	08	17	17

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

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.73

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

2022-23	2021-22	2020-21	2019-20	2018-19
66	06	01	40	12

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

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.02

3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
02	01	00	00	00

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

3.4 Extension Activities

3.4.1

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

Response:

The college conducted a series of outreach extension activities aimed at fostering various aspects of social, environmental, and personal development among students and staff members. The National Service Scheme (NSS) played a pivotal role in organizing and collaborating with different agencies for these initiatives. One notable event was an Anti-Drug Oath ceremony on August 12, 2022, witnessed the engagement of 40 students, emphasizing the values of life. Following this, The celebration of National Librarian Day on the same day, involving 17 students, highlighted the significance of librarians as the best friends of life. Another significant endeavor was the Tree Plantation drive on September 24, 2022, where 50 students participated, contributing to environmental protection. Subsequently, the Indian Swachata League held on October 2, 2022, engaged 26 students in the endeavor to maintain a green and clean campus.

Various workshops and awareness programs were conducted in the college, such as the Voter ID event on October 7, 2022, with 6 participants, promoting electoral literacy. The Reading Day Celebration on October 15, 2022, witnessed the participation of 23 students, encouraging a culture of reading. National Unity Day on October 31, 2022, brought together 54 students to celebrate unity. Additionally, initiatives like the Prevention of Child Abuse Program, Constitutional Day Celebration, and workshops on women empowerment underscored the college's commitment to social justice and gender equality. These events, held throughout the academic year 2022-23, engaged significant numbers of students, ranging from 35 to 70 participants, depending on the activity.

The college extended its outreach beyond societal and environmental concerns to address health awareness and disaster management. Events like Yoga Sessions, Health Checkups, and Covid-19 Awareness campaigns were organized, involving both students and staff members. Notable instances include the International Yoga Day celebration on June 21, 2022, which saw a massive turnout of 120 participants, promoting health awareness. The college actively participated in pandemic-related initiatives, conducting Covid-19 Awareness programs at various locations, emphasizing the importance of safety precautions and health maintenance. These efforts, carried out over the years, reflect the college's holistic approach towards education and community engagement, aiming to nurture responsible citizens equipped to address contemporary challenges.

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

3.4.2

Awards and recognitions received for extension activities from government / government

recognised bodies

Response:

The Indian Institute of Rural Workers (IIRW) is making a significant difference in the lives of underprivileged communities through its International Centre of Excellence in Engineering and Management (ICEEM). ICEEM's dedication to social good has been recognized by numerous prestigious organizations, solidifying its position as a powerful force for positive change.

Regional Development and Innovation:

- **MASSIA Membership (2019-20):** ICEEM's membership in the Marathwada Association of Small Scale Industries & Agriculture (MASSIA) showcases its commitment to regional development and innovation.
- **Advantage Maharashtra Expo Participation:** ICEEM's participation in the Advantage Maharashtra Expo (2019, 2020 & 2023) highlights its active role in promoting industrial growth and was acknowledged by MASSIA with tokens of appreciation.
- **Local Innovation Ecosystem Development:** In collaboration with GIZ, MASSIA awarded ICEEM for its contribution to fostering a culture of innovation and supporting local entrepreneurs in Aurangabad. Institute has NIPM Membership & Section 8 Registration to promote start ups.

Engineering Excellence:

- **SAEINDIA Recognition (2022):** ICEEM's support and organization of the KARAKURI 2020 event earned them recognition from SAEINDIA, a respected engineering body. This demonstrates ICEEM's ability to contribute to significant engineering and technological initiatives.

Environmental Sustainability:

- **Government of India Recognition (2022):** The prestigious "Sanman-Patra" award from the Government of India recognizes ICEEM's outstanding achievement in the "World Record for Tree Plantation" initiative, highlighting its commitment to environmental sustainability and participation in national ecological conservation efforts.

Community Engagement:

- **Lokmat Newspaper Appreciation:** ICEEM's support for the Maha Marathon earned them recognition from Lokmat Newspaper, demonstrating their commitment to promoting health and fitness within the community.
- **K.K. Wagh Education Society Acknowledgement:** ICEEM's contribution to enhancing educational opportunities and career development for students was acknowledged by the Training and Placement cell of K.K. Wagh Education Society.

Healthcare Initiatives:

- **Blood Donation Support:** ICEEM's significant efforts in supporting the blood donation movement were appreciated by Dattaji Bhale Blood Bank and Dr. Hedgewar Hospital in Aurangabad. This recognition underscores their dedication to social responsibility and

participation in life-saving initiatives.

In conclusion, the Indian Institute of Rural Workers, through ICEEM, has become a symbol of social progress. Their dedication to regional development, engineering excellence, environmental sustainability, education, healthcare, and community engagement has demonstrably improved the lives of many. The numerous recognitions they have received from esteemed organizations are a testament to the impactful work they are doing.

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

3.4.3

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

Response: 25

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	02	03	02	08

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

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

Response: 18

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

ICEEM is dedicated to furnishing a comprehensive array of physical facilities catering to the educational, administrative, and extracurricular requisites of its students, faculty, and staff. This policy report delineates the manifold facilities available at ICEEM, their purposes, and the institution's steadfast commitment to perpetually maintaining and optimizing these resources to ensure an enabling learning and working milieu.

Academic Facilities:

Classrooms: With a total of 20 classrooms, ICEEM boasts modern teaching aids such as projectors, whiteboards, and comfortable seating to facilitate effective learning. These spaces undergo regular maintenance to ensure a conducive learning environment.

Laboratories: Specialized labs tailored for different departments are fully equipped with requisite apparatus and safety measures. ICEEM prioritizes regular updates and maintenance of equipment to support practical learning and research activities.

Tutorial Rooms: These smaller, focused spaces cater to tutorials and group studies, furnished with necessary teaching aids and comfortable seating.

Seminar Hall: A capacious hall equipped with audio-visual facilities accommodates seminars, workshops, and guest lectures, designed to host large gatherings and events.

CAD Centre: Equipped with advanced software and hardware, the CAD Centre supports computer-aided design training and projects.

Computer Centre: Offering high-speed internet access, modern computers, and software, the Computer Centre addresses the computing needs of students and faculty.

Library and Reading Room: ICEEM's library houses an extensive collection of books, journals, and digital resources, alongside comfortable reading spaces and access to online databases for research and study.

Administrative Facilities:

Principal/Director's Office: Providing a dedicated workspace for the principal or director, equipped with necessary office equipment and furniture.

Board Room: Furnished with conferencing facilities, the Board Room serves as the venue for meetings and official discussions.

Administrative Office: A centralized hub for administrative activities, staffed with personnel to assist with student and faculty requirements.

Department Offices: Offering administrative support to students and faculty, department offices serve as dedicated spaces for departmental administration.

Security Cabin: Strategically positioned at campus entrances, the Security Cabin monitors and ensures campus security.

Student and Staff Support Facilities:

Cafeteria: Providing a variety of food and beverage options, the cafeteria offers comfortable seating areas for dining and socializing.

Stationery Store: On-campus, the stationery store offers a range of educational supplies and stationery.

Boys and Girls Common Rooms: Dedicated spaces for male and female students respectively, facilitating relaxation, study, and socialization.

First Aid cum Sick Room: Equipped with basic medical supplies, the First Aid cum Sick Room caters to the medical needs of students and staff.

Toilets: Throughout the campus, clean and well-maintained restrooms are available for students, staff, and visitors.

Workshop and Additional Workshop: Equipped with tools and machinery, these workshops facilitate practical training and project work in various technical fields.

Maintenance and Optimization:

ICEEM ensures the upkeep of its facilities through:

Regular Inspections and Maintenance: Scheduled inspections and maintenance activities to preserve optimal conditions.

Feedback Mechanism: Soliciting feedback from students and staff to identify areas for improvement.

Upgradation and Renovation: Periodic upgrades and renovations to align facilities with current educational and technological standards.

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

4.1.2

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

Response: 1.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
78.46917	4.28251	00	00	7.71205

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

4.2 Library as a Learning Resource**4.2.1**

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

Response:

In accordance with ICEEM's commitment to academic excellence, the library is equipped with state-of-the-art digital facilities, utilizing an Integrated Library Management System (ILMS) to streamline operations and enhance accessibility. Substantial investments are made in e-resources and journals subscriptions, ensuring a rich and diverse collection catering to the academic needs of faculty and students.

Library Expenditure:

Sr. No. Head Amount in Rupees

1 Library Books 7,79,104/-

2 Delnet (E-Journals & E-Books) 13,570/-

Total 7,92,674/-

Total Collection of the Library:

Total Volumes: 20,376

Total Titles: 3,952

Reference Books: 450

Donated Books: 2,323

Rare Books: 2,245

Book Bank Books: 9,012

Journals: 75

Online Resources:

Delnet provides access to over 5,000 full-text E-Journals and a list of 40,000+ Journals, along with over 1,35,000 e-books.

CDs: 20

Newspapers: 7

Digital Resources:

National Digital Library Portal:

Registered with ID: library@iceemabad.com and Password: iceem*2011, the National Digital Library of India (NDLI) serves as a virtual repository of learning resources sponsored by the Ministry of Education, Government of India. NDLI offers user group-specific services, supports various languages, and

facilitates access across academic levels and disciplines.

Delnet:

Accessible with ID: mhiceem and Password: ice2221, DELNET promotes resource sharing among libraries, offering access to over 2,90,00,000 books for loan, 40,000+ journals, 5,000+ full-text E-journals, and 1,00,000+ thesis/dissertations.

Delplus Software:

Accessible with ID: ICEEM and Password: iceem123, the Delplus 2.0 software developed by DELNET facilitates library operations, offering services such as OPAC, Book Bank, Reference Services, and Inter Library Loan.

Available Library Services:

OPAC

Book Bank

Reference Services

Current Awareness Services

Inter Library Loan

News Paper Clippings

Available Library Facilities:

Reading Hall

Internet Access

Reprography

Newspaper Section

Journals Section

E-Library

ICEEM's library is optimally utilized by faculty and students, providing a conducive environment for academic growth and research endeavors. With its robust digital infrastructure and comprehensive collection, the library remains a cornerstone of scholarly pursuits within the college.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

ICEEM, being a college of Engineering and Management, places a strong emphasis on providing and optimizing Information and Communication Technology (ICT) facilities to facilitate learning, research, and administrative functions. The college continually updates its IT infrastructure to keep pace with technological advancements and ensure seamless connectivity for its stakeholders.

ICT Facilities Overview:

ICEEM boasts a robust ICT infrastructure comprising 509 CPUs, 458 monitors, 1 server, 22 printers, 28 Wi-Fi devices, 83 CCTV cameras for security surveillance, 17 projectors, 3 internet connections with Wi-Fi capabilities, and essential networking equipment such as firewalls and LAN switches. Additionally, the institution is equipped with 2 Xerox machines to support administrative tasks.

Internet Connectivity:

ICEEM recognizes the pivotal role of internet connectivity in modern education and management practices. The institution provides three internet connections with varying bandwidths to meet the diverse needs of its users:

Jio LL (200MBPS): ICEEM avails a high-speed internet connection through Jio LL, offering a bandwidth of 200MBPS. This robust connection ensures smooth access to online resources, research databases, and collaborative platforms for faculty, students, and administrative staff.

Skynet (200MBPS): Another high-speed internet connection provided by Skynet with a bandwidth of 200MBPS enhances the online experience for ICEEM's stakeholders. This connection supports real-time communication, video conferencing, and multimedia content delivery, facilitating interactive teaching-learning experiences.

BSNL (20MBPS): While Jio LL and Skynet cater to high-bandwidth requirements, ICEEM also ensures connectivity accessibility through BSNL with a bandwidth of 20MBPS. This connection serves as a backup and accommodates basic internet needs, ensuring uninterrupted access to online resources during network fluctuations.

Wi-Fi Facilities:

ICEEM prioritizes wireless connectivity to promote flexibility and mobility within its campus premises. With 28 Wi-Fi devices strategically deployed across the campus, students, faculty, and staff can access the internet and network resources seamlessly from their laptops, tablets, and mobile devices. The institution continually evaluates and upgrades its Wi-Fi infrastructure to provide reliable and high-speed connectivity, enabling collaborative learning and research activities.

Upgradation and Maintenance:

ICEEM adheres to a proactive approach in updating and maintaining its IT facilities. Regular assessments are conducted to identify areas for improvement and technological advancements. Any necessary upgrades or replacements are implemented promptly to ensure optimal performance and user satisfaction. Moreover, the institution invests in cybersecurity measures to safeguard its IT infrastructure against potential threats and vulnerabilities.

Thus, ICEEM's commitment to providing and updating its IT facilities, coupled with ample internet bandwidth and Wi-Fi accessibility, underscores its dedication to fostering a conducive learning and working environment. By leveraging advanced ICT resources, the institution empowers its stakeholders to excel in their academic pursuits and professional endeavors.

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

4.3.2

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

Response: 0.97

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

Response: 428

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

4.4 Maintenance of Campus Infrastructure

<p>4.4.1</p> <p><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></p> <p>Response: 84.92</p>														
<p>4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1367.7316</td> <td>741.9027</td> <td>557.8075</td> <td>786.9903</td> <td>1265.826</td> </tr> </tbody> </table>					2022-23	2021-22	2020-21	2019-20	2018-19	1367.7316	741.9027	557.8075	786.9903	1265.826
2022-23	2021-22	2020-21	2019-20	2018-19										
1367.7316	741.9027	557.8075	786.9903	1265.826										
File Description	Document													
Institutional data in the prescribed format	View Document													
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document													
Provide Links for any other relevant document to support the claim (if any)	View Document													

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 132.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
597	784	710	464	540

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.2

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

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene)*
- 4. ICT/computing skills*

Response: B. 3 of the above

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

5.1.3

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

Response: 32.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
157	116	148	114	232

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

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 20.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
40	55	12	11	13

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

2022-23	2021-22	2020-21	2019-20	2018-19
86	174	198	103	69

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

5.2.2

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

Response: 4.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	03	02	05	02

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Response: 0.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	01	0	01	01

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

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

Since 2018, the International Centre of Excellence in Engineering and Management (ICEEM) has actively registered alumni to foster connections between current students and graduates. The ICEEM Alumni Association and network play a pivotal role in supporting current students through various impactful initiatives. This robust support system enhances the educational experience and facilitates a smooth transition from academic life to professional careers. Here’s a detailed look at how the college alumni support students:

Career Guidance

Mentorship Programs: Alumni engage in mentorship programs, providing one-on-one guidance to students. These mentorship relationships assist students in navigating their academic journey, making informed decisions about their career paths, and developing long-term career plans.

Career Counseling Sessions: Alumni conduct career counseling sessions to help students understand various career options available in their fields of study. These sessions cover industry trends, job market demands, and necessary skill sets, ensuring that students align their academic pursuits with career goals.

Seminars and Expert Talks

Industry Insights: Alumni working in various industries return to campus to give seminars and expert talks. They share real-world experiences, industry insights, and emerging trends, providing students with a practical understanding of the professional world.

Skill Development Workshops: Alumni often conduct workshops focusing on essential skills such as resume writing, interview techniques, public speaking, and leadership. These workshops equip students with the soft skills needed to succeed in their careers.

Job Recruitment

Campus Recruitment Drives: Alumni employed in senior positions within companies often facilitate campus recruitment drives at ICEEM. They help connect the institution with their employers, increasing the number of job opportunities available to graduating students.

Networking Opportunities: Through alumni networking events, students gain direct access to a broad network of professionals. These connections can lead to internship opportunities, job placements, and collaborative projects.

Job Referrals: Alumni provide job referrals for students, leveraging their professional networks to help students secure positions in reputable companies. These referrals often enhance the chances of students getting noticed by potential employers.

Motivation for Startups

Entrepreneurship Talks: Alumni who have ventured into entrepreneurship share their journeys, successes, and challenges through talks and panel discussions. These stories inspire students to consider entrepreneurship as a viable career option.

Startup Incubation Support: Alumni offer support to students interested in starting their own ventures by providing mentorship, resources, and even initial funding. They guide students through developing business plans, securing funding, and scaling their startups.

Collaborative Projects: Alumni often collaborate with students on innovative projects, providing practical insights and helping them turn ideas into viable businesses. This collaboration can include joint research, product development, and market analysis.

The active involvement of ICEEM's alumni network significantly enriches the student experience, providing them with invaluable resources and opportunities. By offering career guidance, facilitating job placements, promoting entrepreneurial ventures, and contributing to overall student development, alumni help bridge the gap between academic learning and professional success. This robust support system not only boosts students' confidence but also prepares them to excel in their chosen careers.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

At ICEEM, the college undertakes a variety of activities to ensure that its governance and leadership are effectively aligned with its vision and mission, leading to sustained growth and excellence. To integrate the vision and mission, ICEEM conducts regular workshops and training sessions for all stakeholders and embeds these statements in all official communications, documents, and policies. For the implementation of the National Education Policy (NEP), ICEEM develops detailed action plans, organizes seminars and workshops, and regularly monitors progress through stakeholder feedback. Sustained institutional growth is pursued through a strategic growth plan encompassing infrastructure development, academic excellence, research advancements, and community engagement, alongside a culture of continuous improvement.

ICEEM promotes decentralization by implementing a governance structure that grants autonomy to departments and units, and establishes clear roles and responsibilities to ensure accountability and transparency. Participation in institutional governance is encouraged through active involvement of faculty, staff, students, and other stakeholders in decision-making processes via committees, councils, and open forums, fostering an inclusive culture.

Institutional perspective plans are developed both short-term and long-term, ensuring they are dynamic and adaptable to changing educational landscapes and stakeholder needs, with regular reviews and updates. Communication and transparency are maintained through open channels between leadership and the broader community, with regular publications on institutional performance and progress. Professional development is prioritized through continuous training programs, and participation in national and international events.

Quality assurance is ensured with robust mechanisms for regular assessment and improvement of institutional practices, and through accreditation and benchmarking exercises. Innovation and research are promoted by supporting initiatives that contribute to institutional growth and providing necessary resources and infrastructure. Various portfolios, such as Campus Director, Academic & IQAC, Industry Institute Interaction, Training & Placement, and others, play specific roles in managing areas like admissions, student councils, hostels, sports, startups, research, cultural activities, workshops, and maintenance. The institution also emphasizes co-curricular and extra-curricular activities, examination coordination, and roles related to NAAC coordination, women's empowerment, and policy-making. Through these comprehensive activities, ICEEM ensures its governance and leadership are aligned with its vision and mission, fostering sustained growth and excellence.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The college prepares its Strategic Development Plan based on vision, mission and core values. The college promotes for the global competencies through collaborations with reputed international universities and integrate technology into teaching and learning to improve academic performance. The quality policy of the college states, "We at ICEEM Engineering College are committed to providing an exceptional educational experience that prepares students for success in engineering and technology fields."

The short-term goals are to enhance academic performance, improve placement rates, expand infrastructure, innovate teaching and learning methods, establish centers of excellence, increase faculty with Ph.D. qualifications, boost enrolment in existing programs, support student-led ventures, develop collaborative incubation hubs, partner with national and international research organizations, and set up joint laboratories with industry support.

The long-term goals include creating a center for technical innovation, building a network of successful alumni, maintaining high placement rates with top firms, achieving significant societal impact through research and community engagement, developing modern infrastructure that meets the needs of faculty and students, improving teaching methods to ensure future-readiness of graduates, fostering a culture of innovation and research, forming lasting alliances with academic and industry leaders, adapting to market trends, technological advances, and educational best practices, promoting diversity, equity, and inclusion, leading in environmental sustainability and engineering practices, and providing a nurturing and stimulating learning environment for student success.

The strategic plans for academic excellence involve regularly updating the curriculum with industry-relevant skills and emerging technologies, implementing faculty development programs for innovative teaching, and establishing a Center for Teaching Excellence. For research and innovation, we aim to increase research funding through grants and partnerships, encourage multidisciplinary research on critical issues, and develop technology transfer initiatives for practical applications of research.

The infrastructure development plans include modernizing labs with advanced equipment, investing in online learning platforms and smart classrooms, and upgrading student housing and campus amenities. For industry engagement and partnerships, the college will form industry advisory boards for strategic guidance, support industry-sponsored projects, co-ops, and internships, and collaborate with leading

companies on research and technology transfer.

The community outreach and impact plans involve launching outreach programs to promote STEM education in schools, partnering with NGOs and government agencies for community development, and providing technical support and ongoing education for local businesses and entrepreneurs.

To ensure effective monitoring and evaluation, we will establish frameworks to monitor and evaluate performance against key indicators, and regularly review and update the strategic plan based on feedback and new opportunities. We will engage stakeholders, including local communities, government agencies, industry partners, educators, and students, in planning and executing the strategy to ensure transparency and alignment.

The strategic development plan will be overseen by the Principal, Academic Council, and other team members, with progress periodically assessed. Section leaders will provide comprehensive progress reports, and the IQAC will benchmark quality standards, monitor progress, and report to the Academic Council and Board of Trustees for further action.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The college prioritizes the welfare of all stakeholders, including teaching and non-teaching staff. Several initiatives have been implemented to support teaching staff. These measures include opportunities for higher education and self-improvement, along with a variety of leaves such as vacation, earned, casual, medical, and maternity leave. A fee schedule is available for employees' dependents, along with benefits funds and transportation subsidies for both teaching and non-teaching staff. To recognize and motivate teachers, the college conducts awards, honors, and public recognition ceremonies. Additionally, a secure and supportive workplace free from harassment, discrimination, and bullying is emphasized. Teachers have access to stress management techniques, mental health resources, and counseling services to help them cope with the demands of their profession. Opportunities for professional development and training through conferences, seminars, and post-secondary courses are provided to help educators stay updated with the latest advancements in their field. Comprehensive healthcare benefits, including dental, vision, and medical coverage, are available to alleviate concerns about medical expenses. Lastly, childcare assistance or subsidies are offered to help teachers who are parents focus more fully on their professional responsibilities.

For non-teaching staff welfare measures include accommodation facilities and the provision of sweets via subsidized transportation during the Diwali season. Annual staff outings are supported through contributions to a provisional fund. Non-teaching staff are also provided with the necessary resources and equipment to perform their duties effectively, including office supplies, technology, and training materials. Childcare support or subsidies are offered to non-teaching staff who are parents. The college implemented similar welfare measures for teaching staff, including higher education and self-improvement initiatives, along with various types of leave such as vacation, earned, casual, medical, and maternity leave. A fee scheme for employees' dependents and benefits funds for both teaching and non-

teaching staff, along with transportation subsidies, were also provided. Teachers were recognized for their hard work through awards, ceremonies, and public acknowledgment. A safe, supportive, and inclusive work environment was maintained, and access to counseling services, mental health resources, and stress management programs was provided. Opportunities for ongoing professional development and training, including workshops, conferences, and higher education courses, were available. Comprehensive healthcare benefits and childcare assistance or subsidies were also provided to help teachers who are parents.

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

6.3.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

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

6.3.3

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

Response: 5.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
07	07	0	0	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	02	01	02	02

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

6.4 Financial Management and Resource Mobilization**6.4.1**

Institution has strategies for mobilization and optimal utilization of resources and funds from

various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

As a self-financed institution, ICEEM primarily relies on fees collection as its main source of revenue. The parent institution, established for social service in rural development, occasionally receives donations that are utilized to support ICEEM as needed.

To mobilize resources effectively, ICEEM employs several strategies. Fees are collected from students according to the institution's fee structure, which is periodically reviewed and updated to meet operational costs and ensure quality education. The college communicates fee deadlines and instalment options timely to facilitate smooth collection processes. ICEEM actively seeks donations and grants from philanthropic organizations, alumni, and other benefactors. Contributions to the parent institution are encouraged, which can be allocated to ICEEM when necessary. The institution also explores and applies for grants from government and non-government organizations to support various academic and infrastructural projects.

ICEEM applies for and manages grants and funds from government agencies and non-government organizations, maintaining compliance with all requirements and regulations to ensure continued eligibility. Industry partnerships are forged for collaborative projects, internships, and sponsorships, leveraging these relationships to secure additional funding and resources for academic and research purposes.

Optimal utilization of resources is another key focus. ICEEM develops a comprehensive annual budget that aligns with the institution's strategic goals and allocates funds judiciously across various departments and projects to ensure maximum impact. Cost-saving measures and operational efficiencies are implemented without compromising on quality, with regular reviews to optimize resource utilization and prevent wastage. Investments are made in infrastructure that supports academic excellence and student development, prioritizing maintenance and upgrades to existing facilities to enhance their longevity and functionality. Transparency and accountability are maintained in all financial dealings through regular audits and public disclosures.

Financial audits are conducted regularly to monitor financial transactions and ensure adherence to budgetary allocations. Internal audits are performed to identify discrepancies and implement corrective actions promptly. An external auditor, Mr. Khandelwal, is appointed to conduct thorough audits of the institution's financial affairs. The external auditor provides an unbiased assessment of the financial statements, ensuring accuracy and compliance with statutory requirements.

The audit process involves the internal audit team preparing and presenting quarterly financial reports for review. The external auditor performs an annual audit, examining financial records, transactions, and compliance with financial regulations. Audit findings are documented in detailed reports, reviewed by the institution's management and governing bodies. Recommendations from both internal and external audits are implemented to improve financial practices, and compliance with all audit findings is ensured to maintain financial integrity and transparency.

Through these strategies and regular financial audits, ICEEM aims to mobilize and utilize resources effectively, ensuring financial stability and continuous improvement in delivering quality education. This

policy reflects the institution’s commitment to transparency, accountability, and optimal resource management.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) at ICEEM plays a central role in embedding quality assurance strategies and processes, fostering continual enhancements in both academic and administrative realms. To uphold this objective, the IQAC meticulously conducts timely meetings of IQAC, submission of AQAR in time, audits and reviews of the teaching-learning process, engaging in feedback sessions with students and faculty to glean insights on teaching methodologies and learning experiences, and implementing innovative pedagogical tools to augment educational quality.

In its evaluation of structures and methodologies, the IQAC scrutinizes existing operational frameworks, suggesting modifications and enhancements to ensure alignment with the institution's overarching vision and mission. It standardizes procedures for diverse academic and administrative functions, ensuring consistency and efficiency.

Integral to its activities is the monitoring of learning outcomes. The IQAC establishes transparent and measurable learning objectives for each program and course, continually evaluating their achievement through rigorous assessments. Findings from these evaluations inform decisions on curriculum refinement and teaching strategies.

Documenting and analyzing incremental improvements across institutional activities are paramount. The IQAC fosters a culture of continual advancement by encouraging faculty and staff to innovate and share best practices, thereby cultivating a collaborative and innovative environment.

The IQAC spearheads quality enhancement initiatives, coordinating workshops, seminars, and training

programs to empower faculty and staff. It actively encourages participation in national and international quality assurance and accreditation bodies to stay abreast of global standards, while deploying quality circles and task forces to address specific challenges. Meticulous documentation and reporting are hallmarks of the IQAC's operations. It maintains exhaustive records of all activities, compiling comprehensive annual quality assurance reports highlighting achievements, challenges, and future strategies. These reports are shared transparently with all stakeholders to facilitate collective improvement efforts.

Central to its mission is stakeholder engagement. The IQAC solicits feedback from students, parents, alumni, and industry partners, establishing robust communication channels to keep stakeholders informed of quality assurance endeavors. This feedback loop ensures the relevance and effectiveness of quality assurance processes. Through benchmarking exercises, it identifies areas for improvement, adapting and implementing best practices to elevate educational quality and operational efficiency. Regular reviews and updates to quality assurance policies and procedures ensure ongoing alignment with emerging benchmarks and industry standards.

Through these concerted efforts, the IQAC at ICEEM propels the college toward excellence in all facets of academic and administrative operations. This systematic dedication to quality assurance significantly contributes to ICEEM's overall development and success.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The International Centre of Excellence in Engineering and Management (ICEEM), Aurangabad, established in 2011, is dedicated to providing quality education. The college is, affiliated with Dr. Babasaheb Ambedkar Marathwada University, aims to foster gender equality through a comprehensive gender audit spanning 2018-2024. The audit assesses the gender balance, the college's adherence to university policies, and the impact of these policies on gender equality.

Gender Sensitive Features in ICEEM

ICEEM demonstrates a strong commitment to gender sensitivity through various initiatives and facilities designed to promote gender equity.

- **Girls' Hostel:** Established in 2011, the hostel accommodates 120 female students, providing safe and clean living conditions, healthy meals, purified drinking water, and a study hall. Regular health check-ups and a range of extracurricular activities, such as health camps and self-defense training, ensure the well-being and development of female students.
- **Earn and Learn Scheme:** Introduced in 2018, this scheme supports economically disadvantaged students, with a notable number of female participants benefiting from this initiative.
- **Facilities for Girls:** ICEEM offers numerous gender-specific facilities, including a separate study room, dedicated parking, a book distribution center, and restrooms at various locations. A common room, canteen section, and purified drinking water further cater to the needs of female students.

- **Committees and Policies:** The institution has established several committees such as the Gender Equity Cell, Anti-Ragging Committee, Women Redressal Cell, and Internal Complaints Committee. These bodies conduct workshops, seminars, and awareness programs to educate students on gender rights, legal provisions, and safety measures.

Gender Balance Among Students and Staff

- **Enrollment:** Data from 2018-2024 shows a consistent effort to balance gender ratios in student enrollment. While male students often outnumber females, the institution is making significant progress, especially in fields like Computer Science and MBA, where female enrollment is steadily increasing.
- **Faculty:** The teaching staff maintains an average gender ratio of 60% male to 40% female, while non-teaching staff has seen an increase in female representation, reflecting the institution's commitment to gender diversity.
- **Prevention of Sexual Harassment**
- ICEEM is proactive in addressing and preventing sexual harassment. The Internal Complaints Committee, formed under the Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act, 2013, plays a crucial role in maintaining a safe environment. The committee conducts workshops on women's rights, self-defense training, and health camps, fostering an atmosphere of respect and safety.

Salient Features: Strengths: ICEEM's gender-sensitive initiatives, including hostel accommodations, active student counseling, and a robust support system for female students, contribute significantly to achieving gender balance. The college's proactive approach in organizing various educational and empowerment programs is commendable.

ICEEM's comprehensive approach towards gender equity and sensitization is evident through its policies, facilities, and proactive measures. The institution's ongoing commitment to fostering an inclusive environment not only enhances the educational experience for all students but also contributes to the broader goal of gender equality in higher education.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

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

Response:

The International Centre of Excellence in Engineering and Management (ICEEM) adheres to a meticulously structured set of core values and codes of conduct that guide the principal, faculty, staff, and students. These foundational principles are prominently displayed at the college entrance and on the institution's website, ensuring that they are visible and accessible to all. Complementing these standards is a citizenship chart, designed to guide students towards ethical and responsible behavior. Through orientation and induction programs, students are further enlightened about their roles and responsibilities, fostering a deep sense of accountability.

To maintain a secure and disciplined environment, ICEEM implements several proactive measures. An anti-ragging form, included with the admission paperwork, requires both students and parents to pledge adherence to the college's rules and regulations. This commitment is reinforced by the establishment of an Anti-Ragging Committee and a Discipline Committee, which diligently work to uphold order and safety within the campus. Additionally, the installation of CCTV cameras across the campus, monitored by the principal and IQAC Coordinators, enhances vigilance and security.

ICEEM places a strong emphasis on the holistic development of students by integrating co-curricular activities with academic pursuits. The institution actively commemorates national days, the birth and death anniversaries of eminent leaders, and other significant occasions. Adhering to the guidelines of the affiliating university, All India Council for Technical Education, the state government of Maharashtra, and the University Grants Commission, ICEEM observes both national and international commemorative days to foster a sense of unity and patriotism among students. Celebrations include Gandhi Jayanti, Sadbhavana Diwas, National Youth Day, Babasaheb Ambedkar Jayanti, Teachers' Day, Children's Day,

Yoga Day, and Women's Day.

In response to the global COVID-19 pandemic beginning in March 2020, ICEEM demonstrated a compassionate and proactive approach. The college made its girls' hostel available to the government for use as a quarantine center for more than a year, showcasing its commitment to social responsibility. This act of service highlighted the college's dedication to the well-being of the community during a time of global crisis.

ICEEM's commitment to fostering a secure, disciplined, and ethically sound environment, alongside its dedication to holistic student development and community responsibility, underscores its role as a leading educational institution. The college's structured approach to governance, vigilant security measures, and active engagement in national and international commemorations create a nurturing environment where students can thrive both academically and personally. Through its actions, ICEEM exemplifies the principles of integrity, accountability, and social responsibility, preparing its students to become conscientious and responsible citizens.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE-1

Title of the Practice:

Night Studies

Objective of the practice:

- ? To provide enhanced academic performance.
- ? To improvement for students results for studding extra night studies in silent zone
- ? To promotion of self-directed learning
- ? To improve self study and analysis.

The context:

Students-centric activities are crucial for the overall development of the students. These activities play an important part in the moral and ethical ideals among the students. Slow learners struggle to keep up in class because their learning pace is poor.

Our teacher will stay on the college campus at night for study supervision and security for every student. Teachers should stay on the college campus one by one at night to watch all students in each subject in a silent zone.

The Practice:

Night study provides a book bank for advanced learners and needy students on the college campus. Provide the student with a digital resource for reference. To resolve the obstacles that all students have in each topic, increase their deep understanding, and, ultimately, improve the results. Students gained more grades as a result of their night studies. The success percentage of enhanced quality is validated by the comments received from students over the years. Use an inventive strategy for night studying to prevent boredom and sleepiness. Encourage peer learning among students. All teachers stay one by one during night studies to ensure continual evaluation of students.

Night study in college may be a productive and concentrated time for students. With fewer interruptions and a quieter setting, students can focus on their studies and absorb complicated subjects. Whether at the library or a study group, the night creates a peaceful environment that promotes learning and academic achievement.

Evidence of success:

The student can excel in exams, as seen by their results. Their dread of the subject is replaced with a curiosity in each subject. Their scores consistently show their ability and the success of the night study program.

The student's hard work and dedication to their studies are evident in their consistent high scores. The night study program has improved their academic performance and also sparked a newfound interest in learning.

Problem Encountered and Resources Requirement:

Challenging issue for ladies staff due to night study time was 8 AM to 11 PM

BEST PRACTICE- Two

Title of the practice :

Marathon Lecture Series

Objectives of the Practice:

- 1) To provide participants with comprehensive knowledge that goes beyond surface-level understanding.
- 2) To provide concept clearing & revision
- 3) To boost the confidence of student about subject.
- 4) To encourage and motivate the students for study
- 5) To organize guidance programs from different renowned organization

The Context:

A Marathon Lecture Series is a series of lectures that are held back-to-back without any breaks over an extended period of time. This type of lecture series is typically organized as a way to delve deep into a specific topic or subject matter, allowing for in-depth discussions and exploration of various aspects also helpful as revision of particular subject.

Overall, Marathon Lecture Series provide a unique opportunity for participants to immerse themselves in a particular subject and engage in thought-provoking discussions with experts in the field. They offer a rich and intensive learning experience of deep learning.

The Practice:

The practices of a marathon lecture series would depend on its goals and the subject matter being covered within the time limit. As the name suggests, a Marathon Lecture Series would typically involve an extended period of lectures. This was taken in two sessions, one from 7 a.m. to 7 p.m. and the other from 7 p.m. to 7 a.m. Those day and night slots were chosen by students as per their convenience. The lectures may be structured in a way that allows for breaks and interactive activities to keep participants engaged and focused throughout the extended duration. Additionally, teachers in the field should provide different perspectives and insights on the topic being discussed.

The lecture will focus on reviewing key concepts, addressing any misunderstandings, and providing opportunities for students to ask questions. Also, practical examples and interactive activities will be

incorporated to enhance the understanding and engagement of students.

The series typically consists of multiple sessions or lectures that delve into a specific topic or subject matter, allowing for in-depth exploration and analysis. Participants are encouraged to engage with the material through discussions, activities, and assignments to enhance their learning experience.

The marathon lecture series not only helped students prepare for their exams but also boosted their confidence in writing their papers. The guidance provided by teachers during the preparation was invaluable in ensuring that students were well-equipped for the exam.

It is not compulsory to anyone & students are coming voluntarily with the consent /undertaking. No college faculty member is being paid any extra Ruminantion. The involved teachers are working whole –heartedly for the betterment of students. Teachers must get the proper appreciation, rewards& encouragements for these extraordinary efforts & distinctiveness like IITs &NITs

Evidence of success:

The marathon lecture series not only helped students prepare for their exams but also boosted their confidence in writing their papers. The guidance provided by teachers during the preparation was invaluable in ensuring that students were well-equipped for the exam.

The interactive nature of the lectures keeps students engaged and encourages active participation. This positive feedback has led to an increase in attendance and overall academic performance.

Problem Encountered and Resources Requirement

Mostly girls are chosen slots 7am to 7pm.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Distinctiveness of Techno-Agro Work at ICEEM

Introduction:

The International Centre of Excellence in Engineering and Management (ICEEM) has embarked on a distinctive and innovative venture known as "Techno-Agro Work," which integrates technology with organic farming. Located within the Indian Institution of Rural Workers, ICEEM's initiative spans 33 acres, with 22 acres dedicated to sustainable agricultural practices. This initiative aims to revolutionize agricultural education by combining cutting-edge technology with traditional farming methods, thereby equipping students with the skills and knowledge to address global food security challenges sustainably.

Aims:

Empowerment through Integration: The primary aim is to revolutionize agriculture at the college level by integrating advanced technology. This empowerment strategy is designed to foster a new generation of agricultural innovators who can sustainably address global food security challenges.

Objectives

Training and Startups: Provide training and support for small-scale agriculture-based startups.

Technological Integration: Motivate students to utilize technological tools in farming.

Cultural Values: Inculcate the Indian values of nurturing fruits and crops as part of daily life.

Health and Fitness: Highlight the importance of organic farming for physical fitness.

Social Responsibility: Instill values of social responsibility among engineers and management trainees.

Functionality

ICEEM's Techno-Agro Work is grounded in sustainable farming practices and organic agriculture. This comprehensive approach serves dual purposes: enhancing the institution's financial stability and offering students invaluable hands-on agricultural experience. The following functionalities highlight the distinctive features of this initiative:

Organic Farming and Biodiversity:

The college cultivates a diverse range of trees (mango, chinch, peru, neem, jambhul, sitaphal, badam, lemon, curry leaves, tulsi) and crops (maize, wheat, soybeans, green vegetables).

This diversity not only supports the ecosystem but also provides a living laboratory for students to learn about various plant species and their cultivation techniques.

Animal Husbandry and Biogas Production:

ICEEM manages a cow shed with five cows and three calves, producing approximately 40 liters of milk daily.

Cow dung is utilized in a 2-cubic-meter biogas plant, supplying bio-fuel for the girls' hostel kitchen and canteen. This practice exemplifies a closed-loop system, promoting zero waste and sustainable energy use.

Sustainable Practices:

The college has implemented rainwater harvesting and vermin-composting. Rainwater harvesting helps in water conservation, while vermin-composting converts organic waste into nutrient-rich compost, enhancing soil health and fertility.

These practices not only reduce the environmental footprint but also provide students with practical knowledge about sustainable agriculture.

Technological Integration:

Students are encouraged to use technology in farming, such as precision agriculture tools, automated irrigation systems, and drone technology for crop monitoring.

This integration aims to improve agricultural efficiency, production, and sustainability.

Outcomes

The outcomes of ICEEM's Techno-Agro Work initiative are multifaceted, benefiting both students and the wider community:

Enhanced Learning and Innovation:

- Students gain hands-on experience in sustainable agricultural practices, preparing them for careers in agritech and related fields.
- Participation in competitions like Tifan, where students received awards for using technology in farming, demonstrates the practical impact of this initiative.

Cultural and Environmental Stewardship:

- By nurturing and caring for crops and livestock, students develop a stronger connection to the land and a deeper appreciation for traditional farming methods.
- Emphasis on Indian cultural values fosters a sense of identity and responsibility towards the

environment.

Social Responsibility:

The initiative instills a sense of social responsibility among engineering and management students, encouraging them to develop solutions that benefit society and promote sustainable development.

Projects focused on environmental conservation and social equity emerges from this ethos, contributing to the broader societal good.

Economic and Environmental Benefits:

Daily milk production and biogas generation reduce operational costs and support the college's sustainability goals.

Organic farming practices contribute to the environmental sustainability of the campus, creating a green and healthy living environment.

Conclusion:

ICEEM's Techno-Agro Work initiative is a pioneering model of integrating technology with traditional agriculture. By leveraging 22 acres for diverse organic farming and sustainable practices, the institution not only enhances educational outcomes but also promotes environmental stewardship and social responsibility. This holistic approach prepares students to become leaders in the agriculture industry, equipped with the knowledge and skills to address global challenges such as food security and climate change. The initiative serves as a beacon of innovation and sustainability, showcasing the college contributes to a resilient and environmentally conscious future.

Evidences as link:

<https://youtu.be/MOVD18plic0?si=lzt5PWaZffNJvOLM>

<https://youtu.be/KmoMb6uU4BE?si=ykdu58IOPku1B9S5>

<https://youtu.be/7YPtE8Y5SEk?si=0c5NOPe3F1Gr5D64>

<https://youtu.be/cqYgbczo9C4?si=w3ZqCkPeqjf5sWBg>

https://youtu.be/ae1PLDkTrJY?si=ixEdVVa5RE_vQFdY

<https://youtu.be/uoyaF9Z5MuM?si=FtZQV9f6X6fHhLBj>

https://youtu.be/gvhWgcJ33A0?si=Ea8fj3fFFQ_WinM-

<https://youtu.be/GHHQYB06lAY?si=pZ7K25cK2n10ZX4f>

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The Indian Institute of Rural Workers (IIRW) is dedicated to the development of rural communities, ensuring equal opportunities for both men and women living in these areas, especially those identified as downtrodden. With this mission, IIRW established the ICEEM College in Waluj. ICEEM not only focuses on technical and management education but also emphasizes agricultural development among its students. The college maintains a hands-on approach to farming, with a dedicated sector for agriculture within its campus. This includes caring for cows and practicing organic farming on land owned by IIRW, which serves as a practical training ground for students. This integration of agriculture with modern technology aims to inspire students to contribute to agricultural advancements.

ICEEM embodies the motto of "Tehno-Agro," reflecting its commitment to merging technology and agriculture for rural development. The college aims to equip students with the necessary skills and attitudes that are in high demand in the job market. It supports students in securing employment through campus interviews and organizes entrepreneurship development activities. These activities guide aspiring entrepreneurs in selecting products, processes, or technologies, and provide workshops on various aspects of entrepreneurship. Additionally, ICEEM assists in identifying capital resources and securing support from investors and financial institutions.

At ICEEM, great teaching leads to great learning experiences. The college offers opportunities for students to develop in the right direction and achieve their life ambitions. Through a blend of academic rigor and practical experience, ICEEM prepares students to make significant contributions to their communities and the broader agricultural and technological fields.

Concluding Remarks :

Thus, the college is dedicated to the holistic development of its students, aiming to equip them with the necessary skills and knowledge to excel in today's technical and global environment. The institution focuses on empowering students through academics, practical application, exposure to opportunities, partnerships, incubation programs, and comprehensive personal development. To achieve this, the college has devised a

Holistic Development Plan for the entire four-year program, structured around three main parameters: academics, co-curricular activities, and extracurricular activities.

Academic Development:

- **First Year:** Students begin with foundational courses in basic engineering, humanities, and science.
- **Second Year:** The curriculum includes program-specific courses and experiential learning through community-focused projects.
- **Third Year:** Students engage in technical electives and mini projects.
- **Final Year:** The focus shifts to technical electives, open electives, and major projects.

Co-curricular Development:

- **First Year:** Monthly seminars, certification programs on emerging technologies, and other certification courses.
- **Second Year:** Induction into emerging technologies, involvement in clubs, technical workshops, hackathons, certification programs, monthly seminars, and entrepreneurship programs. Students also participate in the ICEEM project symposium and undertake summer internships.
- **Third Year:** Certificate courses in future tracking for industry, higher education, and entrepreneurship paths.

Extracurricular Development:

- **First Year:** Induction into cultural clubs, participation in social impact clubs, sports team trials, and participation in events like JALSA/AROHAN, the ICEEM cultural and sports fest.
- **Second Year:** Continued participation in club activities, monthly cultural programs, and social impact activities.
- **Third Year:** Participation in technical and library fests, cultural and sports festivals, inter-institute competitions, and organizing social impact and literacy fests. Monthly cultural programs and ongoing club activities contribute to the students' overall development.

Through this comprehensive approach, the college ensures that students receive a well-rounded education, preparing them to meet the challenges of the modern world effectively.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :05</p> <p>Remark : DVV has considered the supporting document and made changes accordingly and excluded the repetitive courses.</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>401</td> <td>706</td> <td>00</td> <td>241</td> <td>286</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>51</td> <td>67</td> <td>0</td> <td>70</td> <td>80</td> </tr> </tbody> </table> <p>Remark : DVV has considered the supporting document and made changes accordingly.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	401	706	00	241	286	2022-23	2021-22	2020-21	2019-20	2018-19	51	67	0	70	80
2022-23	2021-22	2020-21	2019-20	2018-19																	
401	706	00	241	286																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
51	67	0	70	80																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 178</p> <p>Answer after DVV Verification: 167</p> <p>Remark : DVV has considered the supporting document and made changes accordingly.</p>																				
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p>																				

Answer After DVV Verification: C. Feedback collected and analysed
Remark : DVV has considered the supporting document and made changes accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
98	45	24	34	32

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
75	33	23	31	28

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
132	132	132	124	140

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
141	107	150	155	171

Remark : DVV has considered the supporting document and made changes accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	05	08	17	19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	05	08	17	17

Remark : DVV has considered the supporting document and made changes accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	08	03	02	08

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	02	03	02	08

Remark : DVV has considered the supporting document and made changes accordingly.

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

Answer before DVV Verification :

Answer After DVV Verification :18

Remark : DVV has considered the supporting document and made changes accordingly.

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

1. ***Soft skills***
2. ***Language and communication skills***
3. ***Life skills (Yoga, physical fitness, health and hygiene)***
4. ***ICT/computing skills***

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has considered the supporting document and made changes accordingly as evidence of ICT/computing skill not found.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
368	406	484	242	174

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
157	116	148	114	232

Remark : DVV has considered the supporting document and made changes accordingly.

5.1.4

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has considered the supporting document and made changes accordingly.

5.2.1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
61	65	19	19	21

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
40	55	12	11	13

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
86	174	198	103	69

Answer After DVV Verification :

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

86	174	198	103	69
----	-----	-----	-----	----

Remark : DVV has considered the supporting document and made changes accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
250	149	00	122	239

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
01	01	0	01	01

Remark : DVV has considered the supporting document and made changes accordingly and considered the event in the same month as one.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	00	00	09	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

Remark : DVV has considered the supporting document and made changes accordingly and also we made the value as 0 as no teacher has been provided with the financial assistance of 2000 or more.

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

6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty

development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
62	10	17	43	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
07	07	0	0	0

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
03	02	01	02	02

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	02	01	02	02

Remark : DVV has considered the supporting document and considered only those FDPs who have a validity of 5 days or more and hence and made changes accordingly.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>597</td> <td>784</td> <td>710</td> <td>464</td> <td>540</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>417</td> <td>854</td> <td>302</td> <td>464</td> <td>294</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	597	784	710	464	540	2022-23	2021-22	2020-21	2019-20	2018-19	417	854	302	464	294
2022-23	2021-22	2020-21	2019-20	2018-19																	
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2022-23	2021-22	2020-21	2019-20	2018-19																	
417	854	302	464	294																	
2.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 254</p> <p>Answer after DVV Verification : 171</p>																				