



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**ANJUMAN-I-ISLAM'S M.H. SABOO SIDDIK COLLEGE
OF ENGINEERING**

MHSS POLYTECHNIC ROAD, BYCULLA

400008

www.mhssce.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Mohammed Haji Saboo Siddik Institute (A Muslim Minority Institution) owes its existence to the munificence of late Mohammed, son of Haji Saboo Siddik, who bequeathed a large sum of money for establishing, conducting and managing this Institution for imparting Vocational, Technical and Industrial training and education. The value of the assets, so bequeathed, exceeded Rupees Three Crore at the time of donation.

The Institution is managed and administrated by the Anjuman-i-Islam as the sole trustee, appointed by the Bombay High Court's decree and scheme framed and sanctioned there under.

M.H. Saboo Siddik College of Engineering was established in 1984.

The very well laid out college building accommodates workshops, laboratories, classrooms, lecture halls, drawing halls, students' common room, seminar hall, library, reading-rooms, offices, etc. with modern facilities. The College is accommodated in an exclusively newly-constructed spacious ground plus five floors building. The library of the College is housed in a separate building and is furnished with reference section and reading-rooms for students and staff. A equipped Seminar Hall was inaugurated by Dr. Raja Ramanna, an eminent scientist of our country on 9th April, 2001. A spacious cafeteria and an extension counter of DCB Bank is also operative in the campus.

The college was established with a definite mission to disseminate a value-oriented quality technical education among our youth to fulfil the increasing demand of human resources for the ever-growing engineering industry of our nation, which it has truly proved to the core.

Vision

To be an institute of global repute committed to the cause of nation building through technology based education.

Mission

To be enabler of creation and dissemination of futuristic knowledge in technology through research and quality education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Located in prime area in Mumbai.
2. Connectivity by local train and by road.

3. Vast global Alumni network.
4. MoUs with Foreign Universities.
5. Fully Wi-Fi enabled campus.
6. EDC cell of the institute to promote knowledge based and technology-driven start-ups.
7. Skill Enhancements with industry.
8. Good staff Retention
9. Financial assistance through Zakat Fund.

Institutional Weakness

1. There is scope for registering patents and increasing number of publications.
2. Industry Supported Laboratories need to be Developed/increased.
3. Use of Alumni engagement for the overall development of the college need to be improved.
4. Less number of Consultancy Assignment.

Institutional Opportunity

1. There is scope for inter-disciplinary research challenges and new trends in multidisciplinary professional education.
2. Explore the benefits of various R&D & faculty development centric policies available through various funding agencies.
3. Good industry connect
4. Possibility of collaboration with National & Foreign universities and providing recognized degrees.

Institutional Challenge

1. Constraint of academic structure & curriculum being an affiliating institute.
2. Improving consultancy.
3. Placements in core industries.
4. Maintaining high percentage of attendance of students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

M.H. Saboo Siddik College of Engineering is a premier institute affiliated with the University of Mumbai (UOM). The college is committed to the effective implementation of the curriculum designed by the University, utilizing its own well-planned documented system. In addition, many of our faculty members actively contribute to curriculum design and syllabus revision.

The academic teaching-learning process is a significant component of curriculum delivery, encompassing

academic preparedness. At the beginning of each semester, courses are allocated to faculty members based on their subject expertise. Simultaneously, the institute and respective departments prepare academic calendars in line with the university's provided schedule.

As an affiliated institution, the college adheres to the curriculum designed by the UOM. However, the presence of experienced faculties enables the institute to execute the curriculum effectively. To further enrich the curriculum, the college provides additional facilities such as SWAYAM, FOSS, AWS Academy, and Oracle Academy, enabling students to develop a range of skills.

The college organizes expert talks and industrial visits for students' overall development. In alignment with prevailing industry trends, the institute facilitates field projects and internships at various organizations for students. Beyond academics, the college addresses social challenges, including gender equality, environmental sustainability, human values, and professional ethics, fostering the overall development of creative and divergent competencies.

The dissemination of plans and content delivery is ensured through the Academic Review Process, conducted twice in each semester and monitored by the academic dean. Timely feedback from different stakeholders of the institute, using its own formulated mechanism, provides valuable inputs for the design and review of the syllabus accordingly.

Teaching-learning and Evaluation

Being a Minority Institution reservation policy of the state government is implemented and non-minority students are also enrolled. Detailed academic calendar which includes Schedule of Examinations and Test, Parent teacher meeting, Guest lectures, Answer script review, co-curricular activities and other important dates of academic relevance is provided to all departments on timely basis.

Faculty members prepare an academic plan as per format provided by institute for their respective courses before commencement of the semester. Systematic curricular implementation is achieved by concern faculty allotment for courses, traditional and ICT based delivery methods, assessment methods including, formative and summative methods, performance analysis based on attainment of course and program outcomes. Mentor, faculty are assigned for their academic growth. The Institute conducts internal assessments transparently, project assessments, internal exams as per university norms and results are declared. Institution introduced valued answer scripts of End Semester Examination review by students to promote transparency and represent grievances in evaluation. The holistic improvements in the teaching learning process and assessment system by the reforms enable the faculty and students to enhance their capabilities.

To address the issues in health, psychology, moral and ethical behaviour in learning paces of students both internal and external counseling, workshops, seminars are being conducted. Industrial visits and internships are arranged to bridge the gap between theoretical knowledge and real life scenario in industry.

Research, Innovations and Extension

M H Saboo Siddik College of Engineering (MHSSCE) creates an enabling environment to promote research culture providing required research infrastructure and support. MHSSCE has Research & Development (R&D) committee to cater the needs of researchers and facilitate distribution of information related to funding schemes

and also enabling faculty members to formulate research proposal for funding.

A dedicated EDC and R & D cell is established to help students and faculty members to inculcate research and entrepreneurship skills. MHSSCE promotes faculty engagement in authoring books, publication, organizing seminars, conferences, workshops, consultancy and training.

MHSSCE conducts number of extension programmes like blood donation, Health checkups, arranging field training programme for students, conduct of environmental awareness workshops, working with government agencies to conduct swachhata abhiyan, etc.

Institute has arranged several industrial visits for the students to understand and instill corporate deeds. Also the number of internships has been facilitating to students during their vacations. Institute has signed 13 MoUs with national institutions / industries, corporate houses for academic, training collaborations and consultancy.

Infrastructure and Learning Resources

The institute boasts a robust infrastructure geared towards providing high-quality education. With twenty-one classrooms, well-equipped laboratories, workshops, and tutorial rooms, the facilities cater to effective teaching and learning. All classrooms are furnished with ICT tools and Wi-Fi, ensuring a conducive learning environment with ample ventilation and lighting. Adequate tutorial rooms facilitate smooth conduction of tutorial classes.

The laboratories and workshops are equipped with updated and calibrated machinery to deliver the curriculum effectively. The institute prioritizes the use of the latest computer hardware and software in its laboratories, maintaining a refined computer center with a sufficient number of systems and software. Seminar halls, equipped with ICT and Wi-Fi facilities, support co-curricular activities such as conferences, expert lectures, workshops, and seminars.

The entire campus is connected with Wi-Fi, and all computer systems and servers use genuine and up-to-date operating systems. The institute supports open-source software as an alternative and has incorporated it into various aspects of its operations. Commercial software like StaddPro, Microsoft SQL Server, Tally ERP, MS-Windows 10/11, MS-Office 2007, Oracle 10g/11g has also been procured based on subject requirements.

The central library is fully computerized with library information management software (SLIM), offering a rich collection of print resources including books, periodicals, newspapers, magazines, reference books, journals, databases, rare books, encyclopedias, dictionaries, and handbooks. Additionally, the library provides e-resources such as e-journals, e-books, and a database with remote access.

Sport facilities, including grounds for football and cricket, and a boys' common room, are well-managed to support students' physical well-being. The institute emphasizes proper maintenance of academic and support facilities through a dedicated maintenance cell and store section, utilizing internal and external sources regularly or as needed.

Student Support and Progression

Student Support and Progression discusses the support provided by the institution in terms of finance and career

development for the students. The institution gives financial support to students, such as those from financially weaker sections, single-parent children, etc. Category-wise government scholarships are provided. Skill development programs are conducted, including soft skills training, language, and communication development, which help and support them in their placement. Life skills development programs like yoga, health, and hygiene-related programs are conducted. Software training or workshops are conducted to help students learn the latest software in the field, apart from that given in their curriculum.

We have constituted multiple committees in alignment with statutory norms set by various regulatory bodies to safeguard the interests of students and student redressal processes. A sufficient display of signboards of various redressal mechanisms and an online student grievance facility are also part of the college website. The institute extends all possible support to students in academic guidance and progression to higher studies and career. We, as an institute, are committed to promoting sports and cultural activities, essentially helping pupils practice collaborative activities and imbibe a sense of cooperation, sportsmanship, team building, and leadership.

Students participate in inter-collegiate sports and cultural competitions and bring laurels to the institute. Our success in numerous "Hackathons" organized at the national level by AICTE/Ministry of Education gets publicized on various communication platforms and brings credibility to the education process followed in the institute. The institute has a very strong alumni network, and we leverage their experience and understanding to set standards for various curricular and co-curricular activities. They act as goodwill ambassadors to industries and various government and non-governmental agencies. Alumni share their industry experience, the latest technology used in companies, and how to approach companies for placement with their juniors. In several departments, alumni are invited as resource persons for seminars and workshops to benefit juniors. Quite a few alumni are serving as faculty members in the college.

Governance, Leadership and Management

Anjuman I Islam's M.H.SABOO SIDDIK COLLEGE OF ENGINEERING has like many other Engineering colleges is governed by AICTE, University of Mumbai, DTE Maharashtra and Anjuman I Islam. We have a very clear vision and mission established.

Certain short term and long term goals are the foundation for its perspective plan and the responsibilities assigned to various committees. Institute following academics as prescribed by University of Mumbai and waiting for Instructions regarding NEP.

Ragging free campus, good final year results, of statutory benefits like gratuity, leave encashment, festival advance to non teaching staff and student Group Insurance, LTC are the positive points.

As long as e governance is concerned it is to be considered that admission process for First Year Engineering and Second Year Direct Admission are handled by DTE the process is completely online and our college is facilitation centre

Our FE and BE exams are having students application, question paper down loading, reports filling, assessment and marks uploading for Term work, oral, project etc is completely online Financial front we have

been using software Telly .

Our main source of income is fees collected from the students. The utilization of funds is primarily for staff salary and other statutory fees, infrastructure maintenance and lab setups.

As IQAC is established in July 2023 we are yet to have measurable impact on teaching learning process but at the same time NBA visit is due in Feb/ March 2024, the teaching learning is as per the processes described in NBA.

Institutional Values and Best Practices

Our institution is deeply committed to fostering a culture built upon strong institutional values and best practices that extend beyond traditional academic boundaries. In line with our core beliefs, we prioritize social responsibilities and aim to create a campus environment that is inclusive, sustainable, and socially conscious.

Institutional Values:

Social Responsibility: We recognize our role in society and actively engage in activities that contribute positively to our community. Our initiatives extend beyond academic pursuits to address societal needs, emphasizing the holistic development of our students.

Gender Sensitivity: Our institution is dedicated to promoting gender sensitivity by providing facilities that cater to the diverse needs of all genders. We strive to create an inclusive and respectful atmosphere that values and empowers everyone.

Waste Management: With a focus on environmental sustainability, we implement effective waste management strategies. Distinguishing between degradable and non-degradable waste, we aim to minimize our ecological footprint and set an example for responsible environmental stewardship.

Green Campus Initiatives: Embracing the principles of sustainability, we actively pursue green campus initiatives. From energy-efficient practices to green spaces, our goal is to create a campus that harmonizes with nature, fostering a sense of responsibility for the environment among our students and staff.

Disabled-Friendly Environment: We are committed to providing a barrier-free environment that is accessible to individuals with disabilities. Our infrastructure is designed to accommodate diverse needs, ensuring that every member of our community can fully participate in academic and extracurricular activities.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ANJUMAN-I-ISLAM'S M.H. SABOO SIDDIK COLLEGE OF ENGINEERING
Address	MHSS Polytechnic Road, Byculla
City	Mumbai
State	Maharashtra
Pin	400008
Website	www.mhssce.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Shaikh Javed Habib	022-23012922	8788942900	022-2308264 0	aimhssce@mhssce.ac.in
Professor	Ashok Dhale	022-23051356	9422093722	022-2308264 0	ashokdhale@mhssce.ac.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Certificate.pdf
If Yes, Specify minority status	
Religious	Muslim
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Maharashtra	University of Mumbai	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	01-07-2023	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	MHSS Polytechnic Road, Byculla	Urban	1.5	17249

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,Civil Engineering,	48	XII and Entrance Exam Diploma	English	60	22
UG	BE,Computer Engineering,	48	XII and Entrance Exam Diploma	English	60	56
UG	BE,Computer Science And Engineering Internet Of Things And Cyber Security Including Block Chain Tech,	48	XII and Entrance Exam Diploma	English	60	51
UG	BE,Computer Science And Engineering Artificial Intelligence And Machine Learning,	48	XII and Entrance Exam Diploma	English	60	59
UG	BE,Electronics And Telec	48	XII and Entrance	English	60	41

	ommunicatio ns Engineering,		Exam Diploma			
UG	BE,Informati on Technology,	48	XII and Entrance Exam Diploma	English	60	55
UG	BE,Mechanic al Engineering,	48	XII and Entrance Exam Diploma	English	60	26

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	8				19				56			
Recruited	3	0	0	3	8	2	0	10	21	35	0	56
Yet to Recruit	5				9				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				22			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				22			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				50
Recruited	46	4	0	50
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				36
Recruited	34	2	0	36
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
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.	3	0	0	6	2	0	11	5	0	27
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	0	0	33	29	0	64
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	31	29	23	20
	Female	6	6	7	5
	Others	0	0	0	0
ST	Male	20	21	18	13
	Female	2	1	1	2
	Others	0	0	0	0
OBC	Male	79	71	78	72
	Female	16	17	16	10
	Others	0	0	0	0
General	Male	1228	1250	1311	1193
	Female	191	190	215	236
	Others	0	0	0	0
Others	Male	7	8	8	5
	Female	1	0	0	0
	Others	0	0	0	0
Total		1581	1593	1677	1556

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	NIL
2. Academic bank of credits (ABC):	All the students have generated Academic Bank: of Credits (ABC ID), (except those who have issues with their Aadhar Card/ contact number). We have submitted their ABC id to University of Mumbai.
3. Skill development:	NIL
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	NIL
5. Focus on Outcome based education (OBE):	Outcome Based education(OBE) is education in which an emphasis is laid on a clearly articulated idea

	<p>of what students are expected to know and be able to do , that is, what skills and knowledge they need to have, when they complete the course and programme. As per University of Mumbai syllabus every course has its objective defined as well the course outcome (CO) for theory subject and for Laboratory course, and we have Laboratory objective (LO). In some cases it is the faculty member who is in position to modify the CO/ LO s. Each of the COs / LOs is mapped with Programme outcome (PO) and their attainment is calculated. The attainment of the CO PO mapping is divided into two parts (a) Direct attainment : It is based on Internal assessment Examination (IAE) score, End Semester Examination (ESE) scores (b) Indirect assessment wherein we consider the course exit surveys . The same is followed for LO, PO again here we have (c) Direct assessment wherein we have experiment/ project work (d) Course exit survey collected online / off line. All POs are taken for the next level along with the Program Specific Objectives (PSOs) to mapped with Program Education Objectives (PEOs). Subsequently the path leads us to Mission and Vision. At every level philosophy of OBE is visible. Now since our Vision, Mission, PEOs, PSOs, POs, and all COs are well defined and their mapping is in place, we strongly feel that our teaching learning is focused on OBE.</p>
6. Distance education/online education:	NIL

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	NIL
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?	NIL
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,	NIL

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

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1582	1593	1679	1560	1623
File Description		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: 104

File Description	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
91	93	94	100	102

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
375.05818	195.08662	456.45016	277.43897	324.73659
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:

M. H. Saboo Siddik College of Engineering continuously evolves strategies to provide quality education to fulfill the aspirations of the students and strive hard to achieve excellence in technical education. The institute has well qualified faculty to impart technical knowledge in a conducive learning environment. The institute is abide to follow the curriculum of all the programs designed by University of Mumbai and adopts its own strategy to ensure effective delivery which includes;

A. Academic Preparedness

1. Before the commencement of each semester, courses are allocated to respective faculties based on their specialization, experience and subject choices given by them according to the contents of the syllabus. .
2. The institute prepares its own Academic Calendar aligned with the University's calendar. Further based on the institute calendar every department prepares its own calendar considering curricular, co-curricular and extracurricular activities. The academic calendar provides the date of commencement of the academic session, the schedule of Internal Assessments Examinations (IAE), Parent Teacher meetings, mid-term and final submissions, practical/oral exams and End-Semester Examinations (ESE) etc.

B. Teaching Learning Process

1. To ensure the effective delivery of the curriculum individual faculty prepares teaching plan, laboratory plan and tutorial plan according to their courses assigned and gets executed through respective sessions as per the time table.
2. Faculty members also take utmost care to get completed academic projects according to the prescribed syllabus.
3. To maintain the track of teaching learning activities each faculty maintains course files.
4. To support curriculum delivery the institute also follows few curriculum enrichment practices like industrial visits, expert talks of eminent personalities from reputed institutes and industries.

C. Academic Review for Monitoring the Effective Delivery

1. The principal and Dean of Academic Affairs (DAA) closely monitor the delivery of the courses and DAA carries midterm academic reviews twice in the semester along with HODs to verify the curriculum execution progress with the help of teaching progress report submitted by the individual faculty. .
2. Finally students' feedback is taken on curriculum delivery by DAA on various parameters prescribed by the institute.

D. Domain Email id :

1. All notifications are issued to the students through their official email IDs created using Google Teams for education belonging to mhssce.ac.in in the domain. Utilizing domain-specific email IDs in colleges enhances professionalism, credibility, and brand identity. It provides a secure and organized communication platform, fostering consistency and efficient interaction among students and faculty. The institution gains control over its email services, enabling integration with other platforms and facilitating the establishment of an alumni network. Overall, domain email IDs contribute to a positive and structured communication environment within the educational institution.

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: 28

File Description	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
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: 8.19

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
134	118	142	136	128

File Description	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:

GENDER SENSITIZATION:

Equal opportunities are given to both genders in terms of admission, employment, training programs, sports, and other activities, thus curbing any gender-related issues. The college supports women faculty and students to become members of forums and encourages them to participate in events focusing on women's empowerment and promoting leadership qualities. Girls and boys participate in various co-curricular activities such as paper presentations, group discussions, and technical quizzes. Both, boys and

girls are made members of various clubs associated with academic, co-curricular, and extracurricular activities. Gender sensitization seminars are conducted by the Women Development Cell (WDC) for both faculty and students on topics such as ‘Eve teasing’, Nirbhaya Laws, etc., which not only emphasize the importance of virtue in life but also the need to respect women and ensure their comfort in the workplace, ensuring professional growth.

ENVIRONMENTAL SUSTAINABILITY:

Students have a compulsory course on environmental sustainability, such as Environmental Studies, Environmental Engineering I and II, Solid Waste Management, and Industrial Waste Treatment. They are taken for industrial visits to see Water Treatment Plants, Effluent Treatment Plants, and places that educate them on environmental management. Awareness programs are also initiated by the institute, and the Civil Engineering Department extensively carries out activities for environmental protection and ecological preservation. Our institution takes part in programs like Swachh Bharat Abhiyan, Summer Internship – 100 hours of Swachhata, Swachata Pakhwada, clean-up drives, exhibitions based on Water Supply Solutions and wastewater solutions, Risk Audit, and Zero waste campus for compost and waste segregation that have been successfully executed.

HUMAN VALUES AND PROFESSIONAL ETHICS:

The curriculum includes seminars on professional ethics and human values. Special lectures are arranged to create awareness on these issues by various technical bodies like ACM, CSI, CES, IETE, IEEE, etc. Eminent personnels, psychiatrists, and others are invited to educate the students on moral and ethical values. Apart from this, the most highlighting quality of this institute for educating the students and faculties about moral and ethical values and to become stress-free, the college has appointed a professional counselor. Employability and life skills training programs like Personality Development, Intra and Interpersonal Communication Skills are also conducted through the Training & Placement department. The institute also organized Intellectual Property Rights (IPR) awareness programs that help the faculties implement professional ethics by addressing issues like plagiarism and patent filing.

In addition to curriculum, socially relevant courses like Project Management, Soft Skills, Business Communication Skills, trainings and orientations related to recruitment, etc., have been included to enhance the interdisciplinary skills. The enrichment practices provide an opportunity for intellectually curious students to develop their knowledge through the events like zero waste management, disaster management, Hackathon, environmental awareness during COVID-19, E-Waste management, Swachh Bharat internship, Swachh Pakhwara, Jal Shakti Abhiyan, and Women's Day celebration.

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 0.06	
1.3.2.1 Number of students undertaking project work/field work / internships	
Response: 1	
File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1 <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>	
Response: C. Feedback collected and analysed	
File Description	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: 74.71

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
310	284	340	278	357

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
420	420	420	420	420

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 100

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
27	21	38	42	18

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
27	21	38	42	18

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 17.38

2.3 Teaching- Learning Process

2.3.1

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

Response:

The institution employs a student-centric teaching approach to enhance the effectiveness of the Teaching-Learning process. Emphasizing experiential learning, participative learning, and problem-solving methodologies, the role of the teacher is that of a facilitator, fostering a thirst for knowledge, overall development, and skill formation through various participatory learning activities, complementing traditional lecture methods.

Experiential Learning:

The institution facilitates field-based experiential learning, including internships, campus placements, outhouse projects, industrial visits, mock interviews, project competitions, and training programs on advanced technologies. Institute-based learning involves activities like 24/36 hour Hackathons, competitive coding tests, mini and major projects, promoting experiential learning. Students actively engage in laboratory experiments, workshops, and present projects in competitions, such as the University-level Avishkar Research Convention.

Participative Learning:

At MHSSCE, participative learning is a priority, fostering collaboration and skill enhancement among students. Techniques include mini and major project presentations, workshops, seminars, project competitions, hackathons, and paper presentations conducted by student-formed groups. The Entrepreneurship Development Cell (EDC) organizes student-centric activities and idea innovation contests, encouraging students to develop working models for their ideas. Mock interviews and interaction with industry professionals help students understand industry expectations. Student chapters and clubs, like IEEE, CSI, ACM, SAE, ISHRAE, AWS Academy, CES and the Programmers club, expose students to real-world trends. Various activities like interactive guest lectures, assignments, field visits, quizzes, industrial visits and social awareness campaigns further enhance participative learning.

Problem-Solving Methodologies:

The institute adopts a problem-based learning approach, encouraging students to engage in case studies, assignments, and projects with complex and challenging problems. The interdisciplinary approach fosters collaborative problem-solving.

ICT-Enabled Tools:

To enhance teaching and learning processes, the institution provides internet facilities in all labs and classrooms. Digital content development, including PowerPoint presentations and video-based teaching, is encouraged, supported by ICT-enabled classrooms. Faculty members are motivated to share subject data on platforms like Google Drive, maintain blogs, and conduct online quizzes for course exit surveys, providing insights into the understanding level of course outcomes. The promotion of Massive Open Online Courses (MOOC), such as Spoken Tutorial (FOSS) by IIT Bombay and enrollment in NPTEL and SWAYAM courses, is actively encouraged. Open-source simulation tools are utilized in practical sessions to provide hands-on experience and real-time exposure to students.

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
91	93	94	100	102

File Description

Document

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

2.4.2

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

Response: 25

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
27	27	21	22	23

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Our institute is committed to achieving higher standards in the assessment of teaching, learning, and the evaluation process through a comprehensive internal and external assessment system. Adhering to the guidelines set by the University of Mumbai (UoM), our institute prioritizes transparency and efficient grievance redressal with the following processes:

Internal Assessment:

Key parameters of internal assessment include:

1. Continuous assessment of practicals, assignments, and tutorials.
2. Two internal assessment examinations during the semester
3. Projects.

Practicals, assignments, and projects are evaluated based on rubrics such as time management, work quality, and understanding of topics, ensuring a transparent assessment process.

The schedule for internal assessment exams is communicated through various channels like the academic calendar, student IAE blueprint, orientation programs, and digital communication media, ensuring quick and effective communication with all students.

A transparent and time-bound mechanism is in place to address grievances related to internal assessment exams. Any reported issues, such as totaling mistakes or under-marking, are promptly resolved by the respective subject in-charge.

External Assessment:

The notice board and website of the college serves as a central hub for exam schedule announcements,

exam form registrations, result processing, revaluation, and photocopy applications. A centralized assessment process (CAP) is conducted post-examinations to maintain transparency and ensure timely result declarations.

Grievances related to data inaccuracies on hall tickets or other pre-End Semester Examination (ESE) issues can be raised by students applying to the principal. The exam cell takes appropriate actions and informs students of any corrections made.

During the ESE, any discrepancies or doubts in the question paper are immediately reported by Junior Supervisors to Senior Supervisors or the Chief Conductor. The Chief Conductor contacts University of Mumbai if necessary, and any corrections are communicated to students in their respective blocks.

After the declaration of ESE results, students have a window of 10-12 working days to apply for photocopies or revaluation of answer sheets. If discrepancies are identified after receiving the photocopy, students can report grievances, and the exam cell ensures timely and effective resolution by coordinating with the examiner. Our commitment to a streamlined and effective grievance redressal process remains unwavering.

File Description	Document
Upload 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:

Outcome-Based Education (OBE) is a learner-centric educational theory that places emphasis on the individual learner. It provides each student with opportunities to develop skills at their own pace, engage in collaboration, gather evidence of learning, and foster the attributes needed to become successful lifelong learners. In alignment with OBE principles, Program-Specific Outcomes (PSOs), Program Outcomes (POs), and Course Outcomes (COs) are formulated.

Each department in our institute formulates its own PSOs and Program Educational Objectives (PEOs), aligning them with the Graduate Attributes mandated by the National Board of Accreditation (NBA). This process incorporates valuable inputs from stakeholders, taking into consideration the latest technological demands, job prospects, and societal requirements.

Course outcomes are articulated statements that outlines the fundamental disciplinary knowledge and abilities, students should acquire, specifying the expected learning level upon completing a course.

The communication of Program Outcomes (POs) and Program-Specific Outcomes (PSOs) is disseminated through various channels, including:

Use of Digital Media:

- Institute's Website

Utilization of print media

- Term Work File

File Description	Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institute systematically assesses Program Outcomes (POs) and Course Outcomes (COs) to foster excellence in engineering education. The assessment process involves continuous data collection during each semester, evaluating students' knowledge and understanding of respective subjects. Continuous evaluation not only measures student performance but also provides an avenue for improving teaching-learning standards. Prescribed course outcomes from the university are adapted by different faculties to suit specific needs.

Tools for Continuous Evaluation:

Continuous evaluation tools are categorized into Direct Assessment and Indirect Assessment.

Direct Assessment Components:

1. **IAE Exam:** Two exams of 15/20 marks each are conducted in the semester, with the average marks considered. Question papers adhere to assessment patterns and blueprints.
2. **End Semester Exam:** Results from end semester examinations contribute to the assessment.
3. **Experiments/Assignments:** Designed for different modules to cover a wide range of COs and POs.
4. **Practical and Orals:** Conducted according to the curriculum. These exams assess practical skills and oral communication.

Indirect Assessment Components:

1. Course Exit Survey: A subject-wise survey conducted at the end of every semester provides insights into learning outcomes.

For all assessment components, questions in IAE exams, assignments, and end semester exams are mapped to specific COs. CO attainment is calculated using a threshold value based on the average of internal and external evaluations for the current academic year. CO-wise cut-off values are determined, considering the highest marks secured for each CO. The number of students with internal marks above the cut-off value is considered for rating CO attainment on three levels such as Level 1, 2, or 3.

Mapping of COs to POs and PSOs is done in a CO-PO matrix, evaluating curriculum and program outcomes at three levels. These levels determine the contribution of the course to achieving program outcomes. For example, Level 1, 2, or 3 is defined based on the percentage of students scoring above the calculated threshold value. After calculation, this level is multiplied by the respective weightage of that component to determine its attainment. If one PO is attained by COs from different tools, the average of these COs represent the PO attainment.

This comprehensive approach ensures a thorough assessment that contributes to continuous improvement in engineering education programs.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 94.94

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
373	424	504	473	457

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
436	455	509	473	477

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

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.44</p>	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

Innovation is the integration and utilization of value-added uniqueness in the growth of products and services. Incubation, a process stimulated through focused effort, yields novel ideas. Our institute fosters an enabling environment for a research culture, providing essential research infrastructure and support. The commitment to innovation and incubation is evident through the establishment of the Research and Development Cell (R&D Cell) and Entrepreneurship Development Cell (EDC). Through the Research & Development (R&D) committee, the institute addresses the needs of researchers, facilitates information distribution related to funding schemes, and empowers faculty members to formulate research proposals for funding.

At the undergraduate level, the institute encourages students to undertake innovative projects, some of which involve real-time collaborations with industry and society. This approach has successfully nurtured a research-oriented environment. The library, well-equipped with reference books, standard National & International Journals, and e-Journals (del.net, NPTEL videos hard disc), facilitates extensive literature reviews. Students also have access to the IIT Bombay Library through annual membership,

providing them with opportunities to stay informed about global developments.

The institute has established a platform for innovative projects through the EDC. The EDC organizes events such as EDC Week, Awareness Seminars on Startup Policies and Funding, Presentations of Innovative Ideas, Students Workforce Development Program, Intra-college Innovation Challenge, Poster Designing Competitions, Seminars on Business Models, Group Discussions, Business Skills Quizzes, and Innovative Idea Generation Competitions.

The institute cultivates a research culture, with many faculty members and students actively engaged in research work. Presently, the faculty list boasts 21 doctorates, and ten faculty members are pursuing doctoral degrees. The institute encourages collaboration by allowing faculty from other institutes and industry experts to associate with our faculty for guidance and consultancy. Numerous workshops are organized to integrate and share knowledge for both teachers and students. Well-equipped laboratories provide the necessary infrastructure for research, and various initiatives for knowledge creation and transfer are undertaken, including a multitude of industry-related projects integrated into the academic curriculum.

File Description	Document
Provide Link for Additional information	View Document

3.2.2

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

Response: 2

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
0	0	0	0	2

File Description	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: 0.66

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
10	16	15	3	25

File Description

Document

Institutional data in the prescribed format

[View Document](#)

3.3.2

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

Response: 0.15

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
1	4	3	4	4

File Description

Document

Institutional data in the prescribed format

[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:

Over the preceding five years, M. H. Saboo Siddik College of Engineering has served as a catalyst for

positive transformation within the local community through a range of impactful extension activities. These initiatives, including clean-up drives at Chowpatty Beach, blood donation campaigns, educational outreach programs, Swachh Bharat Summer Internship Courses, and plantation drives, highlight the college's active involvement in creating a lasting impact. This essay examines the outcomes of these extension activities.

The clean-up drives orchestrated by M. H. Saboo Siddik College at Chowpatty Beach have significantly influenced both the environment and participating students. The consistent engagement of students in these activities has not only contributed to a cleaner and more visually appealing beach but has also instilled a sense of environmental responsibility among participants.

The blood donation drives, organized by the Student's Association of College of Engineering (SACE) committee in collaboration with Giants Group and BYL Nair Hospital Blood Bank, have resulted in significant positive outcomes. Beyond the lives saved through blood donations, these initiatives have sensitized students to the critical healthcare needs of the community. Participation in such activities instills a sense of empathy and social responsibility, making students more aware of their contribution to societal well-being.

The K12 Program, designed to engage with school students, has left a lasting impact on both college students and youngsters in the local community. Through mentorship sessions, workshops, and interactive programs, college students have played a pivotal role in shaping the academic and personal development of school students. Positive outcomes include an increased aspiration for higher education, improved learning outcomes.

The Swachh Bharat Summer Internship Course conducted by M. H. Saboo Siddik College has not only contributed to the national cleanliness agenda but has also sensitized students to broader issues of sanitation and hygiene. Engaging in practical activities during the internship, students have developed a deeper understanding of the challenges faced by communities in maintaining cleanliness. This first-hand experience has impacted students' perspectives and equipped them with the knowledge and motivation to be agents of change in promoting hygiene practices.

The plantation drive within the college campus has yielded visible positive outcomes for both the environment and the students. The increased green cover not only contributes to a more sustainable campus but also serves as an educational tool. Students involved in the plantation drive have gained insights into environmental conservation and the significance of preserving biodiversity.

Collectively, these extension activities have played a crucial role in sensitizing students to social issues and fostering their holistic development. These hands-on experiences extend beyond the traditional classroom setting, providing students with a practical understanding of societal challenges and their role in addressing them. The exposure to diverse community issues has contributed to the development of empathy, leadership skills, and a sense of civic responsibility among students.

In conclusion, the outcomes of M. H. Saboo Siddik College of Engineering's extension activities over the last five years underscore the institution's commitment to community engagement and holistic student development.

File Description	Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

M. H. Saboo Siddik College of Engineering, located in the vibrant city of Mumbai, has emerged as a beacon of social responsibility, spearheading numerous extension activities aimed at community development. The institution's dedication to impactful initiatives such as clean-up drives, blood donation campaigns, educational outreach programs, Swachh Bharat Summer Internship, and plantation drives, reflects its commitment to creating a positive and sustainable impact.

M. H. Saboo Siddik College's commitment to environmental stewardship is evident through its annual clean-up drive at Chowpaty Beach. Engaging students and faculty, this initiative not only contributes to the physical cleanliness of the beach but also fosters a sense of environmental responsibility among participants. By actively involving the college community in such endeavours, the institution promotes a culture of respect for the environment and a commitment to maintaining the beauty of public spaces.

The Student's Association of College of Engineering (SACE) committee at M. H. Saboo Siddik College has played a pivotal role in organizing blood donation drives in collaboration with Giants Group of Byculla and BYL Nair Hospital Blood Bank, Mumbai. This initiative underscores the institution's dedication to addressing critical healthcare needs in the community.

Recognizing the transformative power of education, M. H. Saboo Siddik College has instituted the K12 program to engage with school students. Through workshops, mentorship sessions, and interactive programs, the college aims to enhance the academic and personal development of school students.

In line with the national Swachh Bharat Abhiyan, M. H. Saboo Siddik College conducted a Swachh Bharat Summer Internship Course of 100 hours duration between 1st May to 31st July 2018. This initiative aimed at instilling a sense of civic responsibility and cleanliness among the participants.

Recognizing the importance of green initiatives, M. H. Saboo Siddik College has actively participated in a plantation drive within its campus. By planting trees and promoting environmental consciousness, the college not only contributes to the local ecosystem but also educates students about the vital role they play in ensuring a sustainable future.

While M. H. Saboo Siddik College has not received formal recognition from government or government-recognized bodies for these extension activities, the intrinsic value of these initiatives lies in the positive impact they have on the community. The absence of awards does not diminish the tangible benefits these programs bring to the environment, healthcare, education, and community well-being.

M. H. Saboo Siddik College of Engineering exemplifies the spirit of compassionate engagement with the

community through its diverse extension activities. The institution's commitment to initiatives such as clean-up drives, blood donation campaigns, educational outreach, Swachh Bharat initiatives, and plantation drives reflects its dedication to creating a positive and sustainable impact on society.

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: 9

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
3	2	0	2	2

File Description	Document
Institutional data in the prescribed format	View Document

3.5 Collaboration

3.5.1

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

Response: 10

File Description	Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The college offers a comprehensive range of physical facilities, encompassing classrooms, laboratories, and computer resources, to cater to the needs of enrolled students. These facilities, which include boards and furniture, serve not only the student body but are also made accessible to government and non-government organizations for conducting examinations. The institution boasts a sufficient number of desktops equipped with internet facilities, enabling both students and staff to utilize computer systems for various purposes.

The presence of ICT classrooms equipped with LCD projectors enhances the overall learning experience across all classrooms. Additionally, the college places emphasis on cultural and sports activities to foster the holistic personality development of students. A well-furnished and spacious Gymnasium on the 4th floor, provides indoor sports such as Pool Table, Table Tennis, Carom, and Chess. Outdoor sports facilities, including box cricket, volleyball, throw ball, ring football, pro kabaddi, and tug of war, are available on the college grounds. For specific events, additional venues are rented.

The institution annually hosts an Inter-college sports festival named "ASPIRE," featuring a diverse array of indoor and outdoor games. The college has arranged sports such as Box Cricket, Ring Football, Throw ball, Table Tennis, Carom, Chess, Arm Wrestling, Badminton, and more. The college has organized the Pro-Kabaddi event in collaboration with the Maharashtra Kabaddi Association and Mumbai Upnagar Kabaddi Association, drawing participation from teams across different colleges and securing sponsorships.

Furthermore, students actively engage in sports tournaments organized by the University of Mumbai and at the inter-collegiate level. Yoga activities contribute to the overall well-being of students and are conducted in the Alma Latifi hall of the Institute."

4.1.2

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

Response: 18.77

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
8.31168	5.53037	76.46408	46.38705	169.08320

File Description	Document
Institutional data in the prescribed format	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

The institute's central library is fully computerized with the Library Information Management Software (SLIM). It houses an extensive collection of print resources, including books, periodicals, newspapers, magazines, reference materials, journals, databases, and more. The computerization of the library commenced in 2002 with SLIM++, later upgraded to SLIM21.

The central library boasts a significant collection of rare books, encyclopedias, dictionaries, and handbooks. It is well-equipped with e-resources such as e-journals, e-books, and databases with remote access capabilities. The reading room, accommodating one hundred and fifty seats, is well-maintained.

Rare Books: The library holds around 100 rare books, including 50 books published by Mir Publishers, with a link on the website for books from the Soviet Era.

Encyclopedias / Atlases: Notable collections include the McGraw Hill Encyclopedia of Science and Technology (20 Volumes), Colliers Encyclopedia (24 Volumes), and other single-volume encyclopedias, totaling 55 volumes, along with one world Atlas.

Dictionaries: The library possesses language, visual, encyclopedic, and technical terms dictionaries, totaling more than 30.

Handbooks: An excellent collection of handbooks, numbering more than 260, is available in the central library.

Reference Books: The central library houses more than 32,258 (Total titles - 13,149) print books, with

approximately 6,885 of them categorized as reference books.

The institution subscribes to e-resources, including e-journals, e-Shodh Sindhu, Shodhganga membership, e-books, and databases.

Remote Access to E-Resources: To extend access beyond physical locations, the library provides off-campus (remote) access to subscribed e-resources through RemoteXS service. This user-friendly service requires no configuration or specific devices, allowing registered users - faculty and students - to access e-resources directly after a simple registration process.

Federated Search: The library offers federated search technology, allowing simultaneous searches across multiple databases, enhancing users' ability to find relevant information efficiently. This feature is facilitated through RemoteXS.

E-Book Bank Facility: Every student has an access to over 800 Indian e-books and 6,100 international reference and textbooks 24/7.

Top of Form

File Description	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:

Technology plays a pivotal role in the field of engineering, and our IT infrastructure is designed to cater to the diverse needs of stakeholders. The hardware component comprises high-configuration servers, a Gajshield GS160dc firewall for enhanced security, access points, and a computing fleet of 790 machines, encompassing both desktops and laptops from reputable brands such as Dell, Lenovo, and HP.

On the software front, each system is equipped with genuine operating systems, featuring licensed software tailored to syllabus requirements. The institute promotes the use of open-source software,

incorporating Linux-based Ubuntu in some labs, and utilizes alternatives like Libre Office, Sci Lab 7zip, and Chrome. In addition to above, softwares including, Solid works, ANSYS, StaddPro, Microsoft SQL Server, and Tally ERP, is procured as per the specific needs of academic and research activities.

For internet connectivity, the institute offers a high-speed leased line connection from reputable providers such as Jio/AirTel. The robust infrastructure includes reliable fiber optic cables distributed across the campus, complemented by non-fiber media. High-speed CAT 6 cables and D-Link switches efficiently support internet and intranet connections, configured based on specific requirements.

In addition to wired connectivity, the institute ensures wireless access through a partnership with Jio Digital Life/Airtel, providing 24/7 free Wi-Fi for students and staff. This initiative, aligning with the digital India campaign, offers 35 MB of daily free usage per user for one year, extendable as needed. To adhere to Government of India directives, access to objectionable websites is restricted. The institution is equipped with a bandwidth upto 1GB, ensuring seamless internet services to meet the demands of our academic and research endeavors.

4.3.2

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

Response: 2.83

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

Response: 560

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student’s usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 2.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
7.46936	10.22094	3.52728	16.65057	9.56358

File Description	Document
Institutional data in the prescribed format	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: 78.55

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
1131	1137	1392	1408	1245

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

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: 27.91

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
196	498	599	144	806

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 37.56

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
97	219	197	182	143

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
373	424	504	473	457

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

5.2.2

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

Response: 3.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	7	9	10	10

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

5.3 Student Participation and Activities

5.3.1

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

Response: 14

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	5	2	1	6

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.3.2

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

Response: 3

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
6	6	0	0	3

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The College has registered an Alumni Association with Registration No. F-63234(MUMBAI). While rejuvenating the memories of the college, a network of old student's was achieved. The institution rests on the rich history of the student's success and glory. It is the flag bearer in the developments of the institution. The Alumni organize lectures on various topics such as personality development, guidance related to higher studies and career development. The alumni also help the institution by influencing industries and other agencies in getting placements fests for the institution. The alumni appear for various activities and their suggestions are taken into account. The Institution has a social networking page and a separate link in the website where the Alumni can register and connect to share their ideas.

Alumni Benefits for Students:

1. Personality Development Program
2. Career Advising
3. Industry Institute Interaction
4. Placement assistance, Project Assistance for final year students
5. Arranging seminar for TE/BE students
6. Financial Aid for paying Fees in case of Needy Students.

Alumni Objectives:

- To promote networking amongst A.I's M.H.S.S.C.O.E. Alumni world-wide.
- To bridge the gap between students and industry by sharing alumni experiences.
- To interact with Alumni and invite them to different college events (Seminars, Workshops, Faculty Development Programme(FDP), Short term training programme(STTP) etc) for academia improvement.
- To explore opportunities for training and placement.
- To generate information about products and services that alumni can offer for college and its students.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Anjuman-I-Islam, Mumbai was founded in the year 1874 by a small group of devout and progressive Muslims led by none other than *Dr. Badruddin Tyabji*, Third President of Indian National Congress and the First Acting Indian Chief Justice of Bombay High Court, with a **'desire to see the Muslim Community advance in education and social standing'**.

Vision of the Institute:

To be an institute of global repute committed to the cause of nation building through technology based education.

Mission of the Institute:

To be enabler of creation and dissemination of futuristic knowledge in technology through research and quality education.

MHSSCE is governed by its Vision and Mission. The Vision and Mission have been developed with the active participation of all internal members and stakeholders. It is set taking into consideration the present day technical needs of the society and forecasting the future requirements in various technological fields so as to become an element in the growth of the society and nation.

The strong leadership of Management keeps the watch through Board of Vocational Training and Education (BVTE) which is represented by Honorary Director and Principal, BVTE meetings are held every quarterly and that monitors the formation of policies, implementations and regular function of the institute as per the vision and Mission mentioned above.

As such the college is affiliated to University of Mumbai (UoM), syllabus and examinations are governed by UoM, however certain recommendations of NEP are already implemented few of them are: (1) Creation of ABC ID (Academic Bank of Credits) for almost all students (2) Internship (3) Opting the branches related to AI, IOT, Cyber security and Block Chain Technology (4) Free and Open Source Software (FOSS) .

Institutional governance is successful in maintaining 30 long years trust among its all stakeholders. The institute that started in 1984 with merely three branches and intake of 180 seats is now a success story by itself with intake of 420 seats and seven branches. In accordance with the mission, new or futuristic branches have been introduced and to make room for them few old branches have been closed without

impacting the livelihood of teaching/non teaching staff.

The Institute has formed various committees that are constituted by various staff members and headed by the Principal to promote academic leadership. Many committees also have representation of students on the body. Some of the committees that are presently functioning in the institute are as follows –

1 College Development Committee (CDC)

2 IQAC

3. Examination Committee

4 Training and Placement

5 Research and Development Committee

6 Student Council (SACE)

7. Purchase Committee

8. Student Grievance Committee

9. Anti Ragging Committee

10. Internal Complaints Committee

11. Woman Grievance Redressal Committee

12. SC/ST committee

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 perspective plan of the institute is developed based on Vision and Mission of the Institute in consultation with stakeholders, management, College Development Committee (CDC) that includes representation of members from industries, Principal, society representatives, three members elected from teaching faculty, one member of non-teaching staff and student representatives keeping various challenges and future needs.

The perspective plan:

The perspective plan includes policies, short and long term goals and a mechanism to implement the policies and regularly monitor the progress in achieving the status of short term and long term goals.

The goals are listed below :

Sr . No	Short Term Goals	Status	Long Term Goals	Status
1	NBA Accreditation to all eligible branches and NAAC for Institute	Expected visit in Feb/Mar 2024 for NBA	Full Admission in Civil and Mechanical Engineering Branches	Achieved in Remaining Branches only.
2	100% BE results in all the branches	95% Achieved	Placement to all except those who are going for higher studies	Not yet achieved
3	Ragging free campus	Achieved	Best in class infrastructure.	Not yet achieved
4.	Availability of Industrial mentors to each of the final year student.	Partially Achieved	Post graduation facilities	Not yet achieved
5	Two MoUs with Industries for all branches	Achieved	Research and Development Centre	Not yet achieved
6	Research funds from Govt./ Industries schemes.	Not satisfactory	At least one International patent every year	Not yet achieved
7	Faculty Training program every year	Partially Achieved	At least two research papers in SCOPUS / peer reviewed Journals by faculty members	Achieved

Perspective plan:

- Planning and implementing quality enhancement initiative in the institution.
- Planning and implementation of ICT enabled labs, class rooms and preparation of teaching material accordingly.
- Planning and implementation of paperless administration.
- To make ERP effective in teaching.
- Planning and implementation of Research activities essential for students and good number of

publication in reputed journals.

- To plan for 100% placement.
- To have MoU's with Industries.
- To have Centre of Excellence.

Functioning bodies are classified in following categories:

[A] Administrative:

For Teaching and Non-teaching Staff all administrative Rules, Procedures and Policies are as per directives or Norms of All India Council for Technical Education (AICTE), New Delhi. GR from DTE, Government of Maharashtra. Maharashtra University Act 2016 Statute of University of Mumbai and other applicable governing authorities.

[B] Academic:

Implementation of Academic policies and functioning as per policies is implemented through Departmental Advisory Committee (DAC) and department level committees/ portfolios like Attendance, Time table, Exam etc.

[C] Students support: Internship and Placement

The Training and Placement Section provides a launch pad for students to make it to the best organizations in the fields of software, core industries, management, etc.

Leading Recruiters:

TCS, L&T Infotech, Capgemini, Hexaware, Teradata which are software giants in corporate are the leading recruiter for IT, Computer, EXTC and Electronic students. Mahindra & Mahindra Rustomjee, Shaman Group and catapult reality is leading recruiter for Mechanical, Automobile and Civil engineering students.

6.2.2

Institution implements e-governance in its operations

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

Response: D. 1 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	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 institutes follow CAS rules laid down by University of Mumbai. Eligible staff members are required to apply once they are eligible with all supporting details. The file is forwarded to a committee meant for scrutiny and based on the recommendation CAS benefits are sanctioned.

The Institution has effective welfare measures for teaching & non-teaching staff

Institute has adopted following staff welfare measures –

1. Gratuity is paid to Teaching & Non Teaching Staff, as per The Payment of Gratuity Act, 1972.
2. Benefits of Provident fund are extended to all employees with contributory pension under Employees' Provident Funds and Miscellaneous Provident Act, 1952
3. Earned Leave Encashment is disbursed to staff.
4. Leave Travel Concession (LTC) facility is available to staff once in block period of two years.
5. Maternity leave facility – the benefits are extended to female employees as per norms.
6. Special long leaves under singular situations like cancer treatment.
7. Staff Insurance - Management, Anjuman-i-Islam has kindly consented to Employees Group Insurance covering two policies viz Mediclaim Policy (Sum Insured Rs. 1,50,000/- per person) and Workmen's Welfare Policy (Sum Insured Rs.1,00,000/- per person). The policies are having features like hospitalization expenses (cashless/ reimbursement) reasonable and necessarily incurred for treatment of illness/ disease or injury contracted/ sustaining during the policy period and covering Accidental death Rs. 1 Lakh/ Permanent total disablement Rs. 1.50 Lakhs/ Accidental medical expenses cover Rs. 1 Lakh respectively subject to the Exclusions and terms explained as per the copy of proposal from National Insurance Co. Ltd., enclosed for perusal of the staff. The Insurance premium expenses for each individual staff member are to be borne by the College and no deduction is made from employees' salary.
8. Book Allowance to staff is reimbursed once claim is received from them.

9. Festival Advance facility is available to staff as per option availed by them.

10. Anjuman-I.Islam's Employees Coop. Credit Society, personal loan deduction facility is available to member staff at a very low rate of interest .

A table containing data for last 5 years towards expenditure on account of various staff welfare measures, scheme and facility (stated above), is produced below.

Faculty Empowerment Strategies

Service benefits, facility and welfare measures for Staff (All data in INR)

Particular	2018-19	2019-20	2020-21	2021-22	2022-23
Gratuity	25,89,348	7159546	10627729	2422952	8292286
Management Cont. to Provident Fund	46,81,619	3884639	4239810	3603148	3144745
Leave Encashment	90,573	-	-	-	1563129
Leave Travel Concession - LTC	41,335	17234	-	-	23736
Maternity Leave to staff	-	535066	562496	2150738	2639636
Book Allowance	779	8268	1390	-	-
Festival Advance to Staff	14,40,000	1520000	-	-	1280000
Insurance – Staff	4,77,128.00	477128	495229	-	-
Minority Research Grant	84,000	307998	-	-	28622
A.I. Employees Coop Credit Society - loan deduction	25,99,811	3061315	3519249	3932637	4206656
Meeting & Seminar (Staff/ Students etc)	5,47,843	599066	156069	161451	420545

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: 2.29

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
0	0	0	4	7

File Description

Document

Institutional data in the prescribed format

[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: 10.71

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
16	22	28	30	7

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
91	93	95	99	104

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Copy of the certificates of the program attended by teachers.

[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Funds are mobilized through –

- **Fee** – Approved by Fee Regulating Authority (FRA)., Maharashtra (Tuition Fee and Development Fee)
- **Fee for University levies** - towards eligibility fees, enrolment fees, registration fees etc
- **Minority Research Grant** – Received from University of Mumbai for research work of staff
- **Mobilization of Additional Funds & Resources** – Revenue generated from technical services to outside agencies is infused into organizational cash flow through utilization of existing infrastructure, as under:
 - Project work, technical consultancy services as sanctioned by the Management, Anjuman-i-Islam, to different departments and faculty members
 - Rental for conducting Seminar, Conference, Exams of outside agencies and organizations at the institute
 - Financial assistance and scholarship to students (from Govt and financial support from private agencies and NGOs to support students and research activities), through drives and setting up special cells and concentrated efforts to support weaker sections of the students pay their fee without disturbing their studies and also helping institute to keep its cash flow intact through regular fee collection during academic year.
 - Sponsorship from vendors, bankers and outside agencies to conduct seminar, workshop, students fest, cultural and sports activities etc.

Utilization of Funds and Resources is mainly for:

- **Students** – providing them adequate infrastructure, lab equipments, tools, consumables, computers, campus facility, books, internet, medical cover and other amenities etc.; as per norms and guidelines of University/ AICTE and other authorities, besides sponsoring Team MHSSCE for various competitions and competitive technical events at both National and International levels.
- **Staff** – Salary (including allowances, gratuity, provident fund), medical cover, orientation programs, workshop, FDPs, training program that ensure quality education
- **Infrastructure and Campus Development** – Interior, renovation of labs and class rooms, campus facilities and maintenance of Infrastructure.
- **Maintenance of Infrastructure, Admin and Revenue Expenses** – AMC for computers, lift, Air-condition, and other assets, advertisement, and other operational expenses, overheads etc.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

IQAC is formed in July 2023 and one meeting of IQAC has taken place in Oct 2023. Important points that include (a) Mentoring the mentors (b) Academic audit (c) Placement especially in those branches wherein poor placement record is reported were discussed. Impact of these steps are yet to be measured.

File Description	Document
Upload 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: C. Any 2 of the above

File Description	Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

M H Saboo Siddik College of Engineering, nestled in the vibrant city of Mumbai, stands as a beacon of education, and within its walls it proudly embraces and exemplifies gender sensitivity through a myriad of well-thought-out facilities and initiatives. Safety and Security, Counseling, Common Room, and the Women's Development Cell are testaments to the institution's commitment to creating an inclusive and supportive environment for all its students.

a) Safety and Security:

M H Saboo Siddik College recognizes the importance of fostering an environment where every student feels secure. We provide a healthy and safe educational environment for our students. The college invests in robust safety measures, including well-lit pathways, strategically placed surveillance cameras, and dedicated security personnel. Special attention is given to areas that might be considered vulnerable, such as parking lots and secluded spots within the campus. We are maintaining discipline which makes them comfortable and focused on studies as well as co-curricular activities. For safety purposes, expensive jewelry and articles are prohibited. Ragging is banned on campus and undertaking is filled online on the following websites www.antiragging.com and www.amanmovement.org provided by AICTE.

b) Counseling:

Institute has appointed counselors for counseling the students and staff that address the diverse needs and challenges faced by students, with trained professionals. These counseling services extend beyond academic advice to encompass mental health, stress management, and career guidance. Confidentiality is paramount in the counseling services offered by the college, ensuring that students feel comfortable sharing their concerns and seeking help without fear of judgment. Workshops and sessions on mental health and well-being are organized regularly, fostering a culture of openness and proactive mental health care thereby ensuring confidentiality and a non-judgmental atmosphere.

c) Common Room:

Common room facility is provided for both boys and girls separately, creating inclusive common spaces that cater to the diverse needs of all students. Furnishing these areas with comfortable seating, study spaces, and recreational activities. The college ensures that the Common Room is not just a place for

leisure but also a space that reflects the cultural and gender diversity of its student population. By creating an inclusive and welcoming environment, college fosters a sense of belonging among its students, regardless of their gender.

d) Women's Development Cell:

Women's Development Cell (WDC) formed in the year 2019 serves as a catalyst for the holistic development and empowerment of female students and staff. Through a series of workshops, seminars, and events, the WDC addresses pertinent issues related to gender, career development and women safety. The cell provides a platform for open communication, allowing female students to express their concerns, aspirations, and ideas. It acts as a support system, ensuring that female students have access to resources and opportunities that contribute to their overall growth and success. By establishing the WDC, M H Saboo Siddik College not only acknowledges the unique challenges faced by women but actively works towards creating an environment where they can thrive.

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
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

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

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

Response: D. Any 1 of the above

File Description	Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.4

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

Response:

India is a country of Multiculturalism where people belong to different religious, racial, cultural and lingual identities. Maintaining harmony and tolerance is not always easy as not everyone will share your opinions, your lifestyle, and your beliefs. Nevertheless, the number one key to maintaining is Love, Respect and Empathy for everyone. To promote harmony, our institute organizes many events for social and community service.

Institution organizes national festivals and birth / death anniversaries of the great Indian personalities. Teachers Day is celebrated in the college as a tribute to the national hero Dr. S. Radhakrishnan on his birth anniversary 5th September. Students and staff organize the event and teachers are felicitated on this occasion. The college also celebrates Engineers Day on 15th September every year as a tribute to the great Indian Engineer Bharat Ratna Mokshagundam Visvesvaraya. Students and staff organize different activities for this day.

Students and Staff organize events to imbibe universal values amongst the students. A social and community service event provides students with the opportunity to become active members of their community and has a lasting and positive impact on society at large. Community service events enable students to acquire life skills and knowledge as well as provide a service to those who need it most.

a. **Blood Donation Drive:** M. H. Saboo Siddik College of Engineering organizes blood donation drive in association with Giants Group Byculla, private NGO and Nair Government Hospital , Mumbai

b. **Charity Event for orphans:** A charity event serves two purposes: to raise awareness and raise money. Donating to charity promotes love and empathy and encourages the other donors. Social Community Service was conducted at Vatsalya Foundation & Orphanage at Madanpura, Mumbai.

c. **Cultural Events:** The key to respect, acceptance and appreciation of our forms of expression, our ways of being human and of our rich diversity within cultures, is tolerance. To foster a spirit of tolerance, it is important to engage in a diverse outlook of knowledge, openness, and communication, freedom of thought and conscience. To celebrate it we have different cultural events at our college fest named Ambrosia to develop the students emotionally and enhance their communal, social skills. Events like rose day, saree day, traditional day, Gang Day are organized every year. Eid and Diwali Milan, Azadi ka amrit Mahotsav is also celebrated. The Amrit Kalash Yatra, organized as part of the “Meri Mati Mera Desh” campaign, was a significant and successful event aimed at promoting environmental awareness and sustainability within our community.

d. **Seminars and workshops on Physical and Mental Health and Wellness:** Poor mental health is a risk factor for chronic physical conditions. It includes lifestyle behavior choices to ensure health, avoid preventable diseases and conditions, and to live in a balanced state of body, mind, and spirit. M.H.Saboo Siddik College of Engineering organizes workshops and seminars to help keep people aware of the importance of good physical and mental health to have a happy and sound society.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

1. Environmental Awareness

Title of the Practice: Motivating Students to create environmental awareness.

Objective of the Practice: To create awareness among the students and apply engineering skills to protect the environment.

The Context: Growing environmental pollution has urged us to involve engineering students to be aware and apply their skills to mitigate the impacts caused on humans and daily life stresses. It is necessary to understand the environment as well as societal behavior to make the students understand the root cause. We have tried this by organizing cleanup drives and making students participate in Swachh Bharat Abhiyan Summer Internship 2018. Social knowledge and engineering skills are helping the students to design the remedies for issues of polluted water and solid waste management.

The Practice: We organize a cleanup drive at Girgaum Chowpatty, Mumbai every year post Ganesh Visarjan on Anant Chaturdashi. Students along with the staff members are accompanied on the Girgaum Beach after the Visarjan cleanup drive takes place for cleaning the beach from solid waste in association

with BrihanMumbai MahanagarPalika. The programme Swachh Bharat Abhiyan Summer Internship was inaugurated with Pledge taking ceremony and inauguration of compost pit and ornamentation of the college through plantation drive and paintings were done in the college campus.

Major list of event taken for “ZERO PREMISES PROMOTION”

1. ***Inauguration of Compost Pit on 11 th Oct 2017*** - Environmental Awareness Workshop with a motive of transforming our campus into a ZERO solid waste producing campus and educating its affiliates about the environmental concerns and waste segregation.

2. ***Ornamentation inside campus*** – Paintings, posters for awareness plantation, cleanup drive and exhibition.

3. ***Swachh Bharat Summer Internship-SBSI-2018-100HRS***- Ministry of Human Resource Development in association with the Ministry of Drinking Water and Sanitation has launched the Swachh Bharat Summer Internship – 100 Hours of Swachhata. Adopted village kolhare, Dist Raigad and 53 students with 16 staff members and Nodal Officer successfully completed 100 hours internship of SBSI.

4. ***Cleanup Drive***- Post Ganesh Visarjan at Girgaon Chowpatty on 24th September 2018 was conducted with 100 students and staff. This drive has been conducted since 2010 till date.

5. ***Innovative ideas based on waste and engineering***- Papercrete- The purpose of our project was to make use of those solid wastes in construction by making eco-friendly light weight composite paper bricks called “PAPERCRETE BRICKS” from recycled paper cups used in canteen. This includes the production and to study the characteristics, strength parameter and durability of papercrete bricks in order to use effectively and commercially in the construction industry so as to serve the purpose of solid waste management and to protect the environment considerably reducing the quantity of waste generation.

Evidence of Success:

There is increase in number of students participating in environment awareness program last five years. Also students are taking multidisciplinary approach by doing projects in it and core branches and environment.

2. Employability

Title of the Practice: Program for Student Skills Development.

Goal: To develop student’s skills required in the form of technical skills, soft skills, aptitude etc.

The Context: Students of our institute are from different backgrounds, culture and environment and are groomed for industry readiness. There is a lack of balance in University curriculum and the expectation

of the industry, so the skills that are required and that will help to bridge the gap between the Institute and Industry are taught to create a balance.

The Practice: There is a well defined program conducted every year for pre final year students in order to make them interview and test ready for industry. Training sessions are organized for the students for their skill development. Seminars are conducted by industry experts for soft skills development. Mock interviews are conducted by inviting industry experts from various domains through experiential learning students develop their interview and communication skills.

This well defined program is conducted every year for pre final year students in order to make them interview and test ready for industry. Class room training helps the students in improving their aptitude skills that is usually the first step in the placement drive. To improvise soft skills, workshops and training are held. The institute believes that soft skills is what will make the student represent themselves and institute better to the outside world.

Major list of program taken are as follows

1. **“Student’s Training with Industry Leaders” (STIL)** - The M. H. Saboo Siddik College of Engineering has introduced a training program titled “Student’s Training with Industry Leaders” (STIL) for the final year students from the academic year SH-2023-2024.

The objective of the training through seminars/webinars and workshops is to enhance and improve the skill set and knowledge of engineering students. The training will boost their performance and consequently benefit them to meet their career objectives. The Training helps learners to acquire the latest techniques, skills, and methodologies and to build a strong foundation for their career growth.

2. **Industry Mentoring Program (IMP)**– An Industry Mentoring Program is a structured initiative that connects students with experienced mentors from their respective industry. This program aims to foster professional development by providing guidance, knowledge transfer, and networking opportunities, ultimately enhancing the mentees' career prospects. Through regular interactions and personalized guidance, participants in an Industry Mentoring Program gain valuable insights, build industry connections, and navigate their career paths with greater confidence and success.

Evidence of Success: The institute not only focuses on placement but also promotes higher studies. The record of the last five years is given below.

Year	2022-23	2021-22	2020-21	2019-20	2018-19
Total No. of students	373	424	504	473	457
No.of outgoing students placed/higher education	106	240	237	231	171

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:

Upliftment of Minority Community towards globally competent Cultural and educational rights of the minorities are very important and essential which works as a tool for the upliftment of the minorities .Culture plays a vital role for the congenial development of children who belong to the community of the minorities and that is why the preservation of the culture, language and script are important .Without education the progress of the community is not possible and the transformation of a society depends on education . Institute is a well known and reputed Muslim minority college for the last 35 years. It has made a huge contribution to the society upliftment .Its alumni are spread all over the globe and perform their utmost. Not only does the institute provide quality technical education but also imparts social and cultural morality to create its peers, accountable citizens and good human beings. It opposes minorities in educational backwardness. It also works hard to decrease unemployment among Muslim youth. It improves the minority’s consciousness of their social and legal rights.

This institute has set the finest example of secularism and integration by appointing employees of all cultures and cast. It provides a healthy environment suitable for education. The students are comfortable and feel safe. There is no discrimination of caste and religion seen on campus. In order to make its peers competent it imparts good communication skills to its peers. The institute facilitates participation in co-curricular activities by providing access to complete infrastructure and manpower. It also offers complete guidance for the enhancement of technical skills by organizing technical workshops, seminars and expert lectures in every academic session. In order to eliminate unemployment it has established a TPO cell. The TPO cell trains the students for better placement and interview. Many well known companies are visiting college campuses and offering jobs to the students. It also encourages students for startup through EDC. The young talent is encouraged and funded for their startup. In order to develop social responsibility it organizes health camps, clean up drives, and Independence Day celebrations. It has done a great contribution to the local community by organizing blood donation drives, old age homes and orphanage visits. All these activities create a great sense of response and humanity among students.

In alignment with the Anjuman – I – Islam’s vision of uplifting the status of Muslim minorities in particular and fellow citizens in general by creating and promoting World class educational system. M H Saboo Siddik’s vision, to bring the whole Muslim Community from the quagmire of poverty and educational backwardness and encourage its members to be useful citizens who will contribute to make a prosperous nation and to promote national integration by giving equal opportunity to all communities for their promotion and progress, institute strives to attain it by providing and facilitating students towards their financial needs.

M H Saboo Siddik College of engineering is a well known institute not only for imparting quality education to the young minds but also financially supporting students from minority class. Cost of taking education in private institutions is high and state and central governmental bodies help talented and needy students by providing funds through various schemes and policies. The students from this institution receive, in addition to these scholarships / funds, financial help from various private and public trusts, specifically from Anjuman-I Islam's own funds. Many charitable trusts have shown faith in the students of M H Saboo Siddik College of Engineering that they are continuously supporting our students for many years till now, Aziza Gaya Trust, Khidmat Charitable Trust, MESCO Charitable Trust to name few.

The process of facilitating the students for fulfilling all the requirements of getting various scholarships/aid is streamlined such that students find it very convenient to apply smoothly for these aids. From filling out forms to apply for any scholarship up to disbursement of funds, the institute provides help in any kind.

In addition to providing support for financial needs of students –directly or indirectly- the institute imparts a healthy atmosphere with both culturally rich and socially aware. Because of this healthy atmosphere to learn and grow towards better professional and cultural life many students –mostly girls- from minority class are now able to lead successful lives and even many of them proved themselves on state and national levels by winning prizes in many government or private run competitions, Hackathons, conferences etc, who otherwise would not even have had continued their education due to lack of social awareness of their elder generations.

5. CONCLUSION

Additional Information :

M. H. Saboo Siddik College of Engineering boasts an array of clubs, chapters, and societies at both the department and college levels, fostering holistic student development. Notable organizations include SAE India, CES/ISSE, CSI, IETE, ACM, ISHRAE, MESA, SACE, and AWS.

SAEINDIA Collegiate Clubs provide a platform for students to organize programs, seminars, workshops, and activities, nurturing leadership skills. Members enjoy benefits such as free/subsidized workshops, webinars, and guest lectures.

The Civil Engineering Society, established in 2000 as the Construction Engineering Society, imparts technical knowledge to civil engineering students.

CSI-MHSSCE, active since 2004, prioritizes all-round student development, aiming to strike a balance between academics and co-curricular activities. The chapter assigns various roles to students, fostering a positive and healthy environment.

IETE, recognized by the Government of India as a Scientific and Industrial Research Organization, focuses on advancing electronics, telecommunication, computers, and IT. It sponsors technical events nationwide.

MHSSCOE-ACM, a student chapter of the world's largest computing society, ACM, was founded in 2014. Committed to excellence, the committee organizes technical and extra-curricular events, workshops, and competitions, providing a platform for students to enhance their skills.

ISHRAE, established in 1981, organizes industrial visits and seminars in heating, refrigeration, and air conditioning, offering valuable insights to students.

SACE operates in a democratic setup, working "for the students," "by the students," and "of the students," focusing on extracurricular activities at the college level.

The college's participation in AWS Academy enhances students' readiness for careers in cloud computing, providing a curriculum and AWS Certifications.

IEEE, founded in 1884, is the world's largest technical organization dedicated to advancing technology for humanity. As a non-profit organization, IEEE consolidates ideas related to electro-technology.

In essence, these clubs and societies create a dynamic environment at M. H. Saboo Siddik College of Engineering, enriching students' academic journey and preparing them for diverse professional paths.

Concluding Remarks :

India being a country which has committed to be among the developed countries in near future, the challenges on the path must be identified and solved at priority basis. It is not only a dream for all of us but we need to find how to stay there. One of the possible solutions is to maintain highest standards of Quality in professional and

higher education.

Our college mission and perspective plan statements are aligned with mission statements of NAAC as long as quality education is concerned. Since ours is an Engineering college, we have already qualified for National Board of Accreditation (NBA) twice for some of our branches. We strongly believe, Accreditation by NAAC or NBA or both, will certainly help us to meet global standards and credibility.

We are affiliated to University of Mumbai (UoM) teaching _ learning process is governed by norms laid by UoM. As no guidelines are issued by UoM for NEP, we are waiting for the same. However, like Academic Bank of Credits (ABC) have been collected from students and forwarded to UoM officials. Participation and winning accolade in various national level Hackathons arranged by various government agencies is the indication that we foster global competence among students and make them contribute in national development. Our MoUs with National and International institutes / agencies indicate the understanding of importance of being innovative, creative and entrepreneurial.

Blood donation, clean up drive, ragging free campus and establishment of NSS unit are examples that we saw seeds of social responsibility at the early age of student's life. By having entire campus covered by CCTV network, student's safety is maintained. Improved facilities in common room for indoor sports increases the index of happiness of students. Training programmes for students at campus and participation of FDP's etc by teachers help us upgrade their skills. We being an engineering college, emphasis on use of technology are inbuilt.

We strongly feel Institutional Accreditation by NAAC will certainly help both: the institute and national interest.

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 :28</p> <p>Remark : DVV has made the changes by not consider Orientation Program about - Training and Placement department 2023 Batch Campus Placement Preparedness 2023 batch and similar kind of programmes.</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>341</td> <td>220</td> <td>378</td> <td>293</td> <td>215</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>134</td> <td>118</td> <td>142</td> <td>136</td> <td>128</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes by not consider Orientation Program about - Training and Placement department 2023 Batch Campus Placement Preparedness 2023 batch and similar kind of programmes.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	341	220	378	293	215	2022-23	2021-22	2020-21	2019-20	2018-19	134	118	142	136	128
2022-23	2021-22	2020-21	2019-20	2018-19																	
341	220	378	293	215																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
134	118	142	136	128																	
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 : 1272</p> <p>Answer after DVV Verification: 1</p> <p>Remark : Internship certificates not shared by HEI as per SOP. DVV has made some necessary changes.</p>																				
3.1.1	<p><i>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</i></p>																				

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	1.25	11

Answer After DVV Verification :

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

Remark : DVV has made the changes by not considered grant letter of 2017.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	4	6	4	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	4	3	4	4

Remark : DVV has made the changes shared report by HEI.

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
3	3	0	4	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	0	2	2

Remark : DVV has made the changes according to the data template document .

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 :10

Remark : DVV has made the changes according to the data template document .

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

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

Answer before DVV Verification : 850

Answer after DVV Verification: 560

Remark : DVV has made the changes according to the 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**

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
196	498	669	264	806

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
196	498	599	144	806

Remark : DVV has made the changes according to the data template document.

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
106	240	237	231	171

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
97	219	197	182	143

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
373	424	504	473	457

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
373	424	504	473	457

Remark : DVV has made the changes according to the data template document .

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

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.)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	9	9	23	29

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	7	9	10	10

Remark : DVV has made the changes according to the data template document .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	8	4	1	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	5	2	1	6

Remark : DVV has mae the changes according to the data template 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)

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
9	9	0	1	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	0	0	3

Remark : DVV has made the changes according to the data template 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

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
21	31	61	74	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	22	28	30	7

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
91	93	95	99	104

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
91	93	95	99	104

Remark : DVV has made the changes according to the data template 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**

Answer before DVV Verification : B. Any 3 of the above
Answer After DVV Verification: D. Any 1 of the above
Remark : DVV has select D. Any 1 of the above as per supporting report for SL. NO. 4 by HEI.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations