



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**CHANDIGARH SCHOOL OF BUSINESS**

VILLAGE JHANJERI, MOHALI

140307

chandigarhschoolofbusiness.com

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**June 2023**

# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

Chandigarh School of Business (CSB) at Chandigarh Group of Colleges (CGC) Jhanjeri, Mohali was established with a vision of shaping our young leaders to meet the qualitative requirements and needs of corporate and industrial houses all over the world with a very clear perspective of becoming an academic institution that is responsive to the requirements of the new age corporate world. The institution sets a benchmark to help shape up young students into professionals for reaching the highest zeniths in their professional growth. CSB whose roots date back to 2012 and has evolved from CGC Group, is today one of the North India's leading higher education provider that offers quality multi disciplinary education and endless placement opportunities to the students from PAN India and globe. The Institute is affiliated to I.K.Gujral Punjab Technical University (IKGPTU) and MBA,MCA programs are approved by the All India Council for Technical Education (AICTE).

Apart from this, CSB gives utmost importance to the 360° pre-placement training as well as building strong industry-academia alliances – that's why it is a trendsetters in campus placements. It has tied up with many top-notch companies/reputed national and international Institutions in diverse fields to understand the industry trends and implement an industry-standard curriculum. Looking back, it feels gratified that CSB, Jhanjeri has won so many wonderful recognitions. We are not the first in imparting education, but what sets us apart is the passion we have for what we do. Some of the attributes that have helped us win these many prestigious awards include – our commitment, consistency and honesty towards providing quality higher education. A Few awards are Iconic Leadership 2022 in Best Campus Placement, National Employability Award 2022, North India's Fastest Growing Educational Group 2021, Most Innovative Business School-2019, National Employability Award 2020. Apart from the above for its excellent overall contribution in the field of professional Education, S.Rashpal Singh Dhaliwal, President CGC received award from Shri Jai Ram Thakur, Hon'ble Chief Minister, Himachal Pradesh of Himachal MahaSabha in 2019 as well as from S. Amrinder Singh Hon'ble Chief Minister of Punjab in 2018 for Excellence in Campus Placement.

### **Vision**

To be the most preferred management institution developing professional and socially responsible leaders.

### **Mission**

- To provide quality education through state-of-art infrastructure and well qualified faculty.
- Inculcating managerial skills and entrepreneurship in students through strong industry interaction.
- Focus on specialized practical oriented teaching to enhance the analytical skills for higher studies and best employability.
- To imbibe ethical values and social responsibility among students.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

## **Institutional Strength**

- CSB has a world class infrastructure and is surrounded by lush green environment.
- A team of well qualified and dedicated faculty members as per AICTE and IKGPTU norms.
- Progressive and Committed Management.
- Clear Vision, Mission and Objectives.
- Strong Industry Institute Interaction.
- Placements in top notch companies.
- MOUs with Industry and reputed Institution (National & International) for curriculum enrichment, FDPs and Students Training Programs.
- Students of CSB have given best of academic results in IKGPTU.
- Separate on campus hostel facilities for boys and girls with all modern amenities.
- Transport facility for students and staff.
- Proactive Internal Quality Assurance Cell (IQAC) to ensure quality in teaching learning process including Centre of Excellence, latest technological labs and trainings.
- Various clubs and chapters to facilitate co-curricular and extension/outreach activities.
- In house newsletters and magazines are published regularly.
- Various indoor and outdoor games and sports facilities are available.
- Full financial support to participate in National and International level FDPs/PDPS/ Refresher events/ conferences/ seminars/ workshops/ competitions.
- Green building and Waste management system. Extension and services to society conducted by NSS through various activities which are supported by CSB management.
- Constant endeavor to upgrade quality.

## **Institutional Weakness**

- Government grants are less than expectations.
- Departments yet to get recognition as research centres from Govt. of India and State Govt.
- The primary fact levelled against higher education in India is that the quality of students have drastically reduced.
- Less number of Students from reserve category coming to campus.
- Non-availability of senior faculty in emerging areas.

## **Institutional Opportunity**

- Scope for more consultancy and research projects sponsored by funding Govt. agencies.
- Tie-ups with research laboratories to promote Industry sponsored Centre of Excellence to make the student industry ready.
- Strong Alumni Association gives a chance to the students through their mentoring sessions (online/offline) to make them industry ready.
- Increased focus on higher education:- Govt. of India focusing more on higher education to provide quality education for UG and PG courses.
- Digitisation:- Digitisation will present a huge opportunity for educational institutions in terms of saving costs as well as reaching out to more students.
- E-learning platform:- Investment in e-learning and starting of Massive Online Open Courses (MOOC's) is an opportunity waiting to be harnessed for quality education and to generate resources particularly

through distance education mode.

- CSB has developed expert lecture recording facility to create a video lecture reservoir.
- Scope of addition of Programs in recent emerging specialization.

### **Institutional Challenge**

- To enhance Faculty/ Student exchange programs with reputed National/ International Organizations.
- To attract more research funding from MSME/DST/ DIT/ UGC/ AICTE/ DRDO/ ISRO / Niti Ayog etc.
- Due to the fast technological changes in industry, it is difficult to find good faculty for those specialization filed

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

- Chandigarh School of Business (CSB)- Jhanjeri strongly believes in providing the suitable learning opportunity for the students to make them industry ready engineers.
- CSB follows the curriculum prescribed by the IKGPTU.
- Specialisation based Elective System under Choice Based Credit System (CBCS) introduced in all programs from the academic year 2018.
- CSB encourages the faculty to keep themselves abreast with technological changes in the industry and enhance their knowledge by offering faculty development programs and workshops.
- CSB academic calendar of the institute reflects IKGPTU academic calendar and includes curricular, co-curricular, and extracurricular activities.
- CSB academic calendar and teaching plans are strictly followed and are audited regularly.
- Well-defined mechanism for planning, execution and monitoring of curriculum and value added courses to enhance the skills of students towards industry expectations and competitive examinations.
- CSB is sensitive to gender bias, caste & creed bias and environment related issues.
- Human values and professional ethics related different programs conducts regularly.
- Allotment of subjects including open electives is done by the respective HODs based on the faculty expertise and preferences obtained as per preference given by faculty.
- Faculty Preparation Program (FPP) which consists of a detailed lesson plan is prepared by focusing on Outcome Based Education following Blloms Taxonomy.
- For each course, Question Bank, Manual, is prepared which is scrutinized by the department level and then approved by IQAC.
- IKGPTU has introduced courses on professional ethics and environmental science.
- Departmental activities are scheduled which include Industrial visits, in-plant training, Guest Lectures, Project Competitions, Seminars, Conferences, Placement and Training, and Association activities.
- The IQAC monitors and assists the faculty members for effective curriculum delivery.
- The feedback received from the students and stakeholders are carefully analyzed and , discussed and appropriate actions are initiated.
- Curricular gaps are identified and communicated to University.
- Many faculty members have taken initiative to propose the curriculum for the emerging/ new programs.

### **Teaching-learning and Evaluation**

- Admission process for different programs is carried out through Counselling by the State Government of Punjab.
- The admission process ensures inclusion of students including reserve category defined by State Government of Punjab.
- At the entry level induction /bridge courses programs are conducted for the newly joined students.
- CSB has a Learning Management System and a good reservoir of e-learning materials.
- The excellent mentor-mentee system of the institute takes care of academic and stress related issues.
- CSB has NPTEL local chapter where students & faculty take course programmes from NPTEL course basket.
- Additional support for advanced learners students and student centric learning environment that promotes an independent, interactive and collaborative learning.
- Encouragement and support for all co-curricular and extracurricular activities to nurture critical thinking, creativity and scientific temperament. Students are made aware of their programme based POs, PSOs, PEOs.
- The institute systematically checks the attainment of outcomes and reviews the Teaching- Learning process.
- On average 95% of students graduate every year.
- Senior members from alumni association help in enhancing teaching learning process by giving advice to the students for latest courses to be taken for enhancing their placement opportunities through online/offline session

### **Research, Innovations and Extension**

- The students are encouraged to develop innovative and creative thinking under start up and innovation cell, and competitions are conducted to promote student creativity.
- Some students are in the process of establishing start-ups with the background support of faculty and alumni.
- The NSS and NCC unit of the institution is actively engaged in extension activities.
- The majority of the students and faculty members are also take part in serving the neighbourhood and in organizing blood donation camps, skits and role plays on environmental campaign, water conservation, women empowerment, gender discrimination, clean and green programmes.
- There are faculty members are recognized guides by the affiliating university.
- The faculty members published more than 1000 book chapters and research papers in national and international journals.
- Some of the publications are Scopus indexed. 28 patents are published. More than 100 case-lets are developed by the faculty.
- The faculty members also participated in National and International conferences and presented research papers. Some faculty members participated in Faculty Development Programmes.
- The institute has established linkages and signed MoUs with reputed academic institutions, government and nongovernment organizations, industry and training organizations.

### **Infrastructure and Learning Resources**

- CSB campus is spread over an area of 32.34 acres. While increasing the programs or student intake, calculated decisions are made considering the available space, infrastructure, classrooms, faculty strength, laboratories etc.

- There are committees at every department as well as at the Institute level for space-related matters.
- Certain areas are marked/identified to construct new facilities for students, teachers and staff which is a crucial requirement of the Institute.
- This has enabled us to optimize the utilization of available space in a well-planned manner to ensure the availability of open green spaces across the campus.
- The Institution encourages holistic development of the students and staff by providing various sporting activities.
- Institute has created and maintained a good number of sports facilities and infrastructure for holding cultural events and other co-curricular activities.
- The institute has well equipped, spacious library of a carpet area of 735 square meters with a rich collection of management, finance, computing, liberal arts, and paramedical text and reference books including national, and international journals, periodicals, and magazines.
- The library is fully automated with Koha software.
- The reading room facility is available for students. The reading room is 600 sqm with a seating capacity of 200 students.
- It has about 3649 titles, 27473 volumes, 211611 e-books, 34 national and international journals and 30 magazines along with newspapers.
- ILMS Software Package is an Integrated Library management System (ILMS) with Barcode Scanner that supports all inhouse operations of the library.
- The college central library has various institutional memberships of prestigious libraries such as DELNET, EBSCO, NDLI, and Shodh-Sindhu membership for e-resources and e-Journals.
- Our Information Technology (IT) Policy sets forth the central policies that govern the responsible usage of all users of the Institution's information technology resources.
- This comprises of the IT facilities allocated centrally or by individual departments. Every member of the Institute is expected to be familiar with and adhere to this policy.

## **Student Support and Progression**

- The institution is specifically focussing on personality development of the students and providing placement support.
- Towards the development of the holistic personality of the students, the institution is organizing soft skills development programmes, counselling sessions, capacity building activities and opportunities to learn life skills.
- Physical facilities are provided for differently-abled persons. The special needs of the girl students are addressed adequately.
- The facilities are provided for registering complaints and grievances and for redressing such grievances. Internal complaints committee has been constituted to look after women empowerment, gender related issues, and the problems of sexual harassment.
- There is greater access to physical facilities beyond office hours.
- The faculty members are accessible through e-connectivity beyond office hours.
- Student mentoring system is effectively executed. Slow learners are provided adequate support and advanced learners are provided challenges.
- The Placement Officer with a team of student representatives carry out placement activities. Pre-placement training is provided by entering into MOUs with several organizations, under the organization's CSR initiatives.
- The linkages with local industry have been well established.
- The support from the alumni of the Institute has been explored.

- The Institute strives to place eligible students.
- The students participated in college-level, university level and state-level sports competitions and won prizes and medals.
- The students also won prizes at university-level competitions on elocution, business quiz etc.
- The institution publishes an annual magazine and newsletters for the benefit of the students. The entrepreneurship development programmes organized by the institution help the students to develop project proposals, for establishing start-ups. The interface between foreign nationals and students is providing an opportunity for students to have cross-cultural understanding.
- The institution has a registered alumni association. The alumni take part in some developmental programmes, particularly in extending support for placements and mentoring of students.

## **Governance, Leadership and Management**

- CSB has an effective and transparent governing system in tune with the vision and mission of the Institution.
- The organizational structure of the institution and decentralization is clearly defined in the campus.
- The Governing Body conducts periodic meetings to analyze the progress of the institution and recommends improvements.
- The Management has been in constant touch with the Executive Director and Director to discuss the financial needs and infrastructural development.
- The Director is the Academic and Administrative head of the CSB and responsible for the implementation the Vision and Mission of the CSB.
- Institution/ departments have a clear perspective/ strategic plan and it is deployed effectively. Each functional body is clearly defined with service rules and procedures. Institution has well defined procedures for recruitment and promotion.
- CSB has implemented e-governance in the all the areas of administration, examination process and academics. Various institutional bodies/ cells/ committees are working effectively.
- Regular meetings are called for the discussions, minutes of meetings are recorded and action taken reports are sorted.
- HODs organize career guidance programmes, workshops, value added course, symposium, social relevance activities, seminars and conferences to enrich the knowledge and showcase the talents of students.
- More than 60% of teachers benefited from financial support to attend conferences/ workshops and towards membership fee of professional bodies during the last 5 years.
- More than 40+ professional development/ administrative training programs organized in the campus for benefits of teaching and non-teaching staff during the last 5 years.
- More than 80% of teachers got benefited by attending professional development programs.
- CSB has implemented various welfare measures for teaching and non-teaching staff to keep them comfortable.
- CSB follows rigorous Quality Assurance processes that pave the way for ensuring academic excellence.
- The IQAC is responsible for the effective implementation of the academic quality processes, by conducting periodic meeting and organize collaborative and quality initiatives.
- IQAC conducts the Academic and Administrative Audits and based on the observation of the report, quality recommendations are given.

## **Institutional Values and Best Practices**

- CSB is committed to maintain a culture of innovation, creativity, hard work, perseverance and excellence.
- The motto of CSB is ‘moulding true citizens’, who can contribute immensely for the progress and development of our nation.
- The main focus is on a holistic development of the students in an ecofriendly campus.
- The efforts to evolve new ideas and strategies in line with the Vision and Mission of the institute made the CSB distinctive in the region.
- CSB has taken some significant measures in energy conservation, waste management, rain water harvesting and tapping unconventional energy sources.
- Sensor-based energy conservation is done to avoid unwanted usage of electricity and steps are initiated by the institution for the management of degradable and non-degradable wastes and water conservation.
- Various schemes like, elevation of the under privileged sections of the society, scholarships to the deserving students, financial aid to the poor students without any discrimination of caste, creed or gender, women empowerment programs, counselling for students and social awareness programs in collaboration with various governmental agencies are being implemented.
- The best practices are oriented towards the quest for excellence and with concrete efforts this can bring a change in the system of the whole institution as well as the stake holders.
- Various training programmes, industry connected value added programmes are being organized continuously to make students industry ready and to get placed in fortune companies.
- Through service and cultural clubs various events are conducted to ensure gender equity and sensitization in cross cutting issues.
- CSB students are encourage to celebrate and organize National and International commemorative days, events and festivals regularly, which enables them to excel in logical thinking, team building skills and leadership skills.
- Academic Preview and Academic Review, Social sensitization are two best practice.

The popular inspirational quote .“**Dream is not that you see in sleep. Dream is something that does not let you sleep.**” --Dr. A.P.J. Abdul Kalam is a continuous driving force behind all the stakeholders



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	CHANDIGARH SCHOOL OF BUSINESS
Address	Village Jhanjeri, Mohali
City	Jhanjeri
State	Punjab
Pin	140307
Website	<a href="http://chandigarhschoolofbusiness.com">chandigarhschoolofbusiness.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Vishal Sagar	0172-3505300	8872048017	-	director.mgmt@cgc.ac.in
IQAC / CIQA coordinator	Neha Singh	0172-3505301	9781994550	-	iqac.csb@cgc.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Punjab	The I.K. Gujaral Punjab Technical University	<a href="#">View Document</a>

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	<a href="#">View Document</a>	01-06-2022	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	Village Jhanjeri, Mohali	Rural	32.34	24857

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BBA,Management	36	Intermediate	English	300	300
UG	BCom,Commerce	36	Intermediate	English	180	155
UG	BCA,Computer Application	36	Intermediate	English	480	480
UG	BSc,Computer Application	36	Intermediate	English	60	60
UG	BSc,Computer Application	36	Intermediate	English	60	52
UG	BSc,Sciences	36	Intermediate	English	60	51
UG	BSc,Sciences	36	Intermediate	English	120	86
UG	BSc,Sciences	36	Intermediate	English	1	1
UG	BSc,Sciences	48	Intermediate	English	60	24
UG	BSc,Sciences	36	Intermediate	English	60	45
UG	BSc,Sciences	36	Intermediate	English	60	60
UG	BSc,Multimedia And Journalism	36	Intermediate	English	60	45
UG	BA,Multimedia And Journalism	36	Intermediate	English	60	47
UG	BSc,Fashion And Nutrition	36	Intermediate	English	60	50
UG	BSc,Fashion And Nutrition	48	Intermediate	English	60	24
PG	MBA,Management	24	Intermediate	English	300	300

	ement					
PG	MCom,Commerce	24	Intermediate	English	60	7
PG	MCA,Computer Application	24	Intermediate	English	60	60

### Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	8				6				187			
Recruited	7	1	0	8	1	5	0	6	51	136	0	187
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				63
Recruited	37	26	0	63
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				20
Recruited	12	8	0	20
Yet to Recruit				0

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	7	1	0	1	5	0	8	15	0	37
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	43	124	0	167
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	0	0	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	575	1519	0	50	2144
	Female	412	771	0	20	1203
	Others	0	0	0	0	0
PG	Male	65	304	0	3	372
	Female	53	196	0	0	249
	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	13	24	20	56
	Female	20	40	27	50
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	524	306	328	229
	Female	532	600	308	300
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1089	970	683	635

<p>1. Multidisciplinary/interdisciplinary:</p>	<ul style="list-style-type: none"> <li>• Innovation is essential for the education sector. The ways in which curriculum decision-making is organized to reflect different implicit approaches on how educational systems pertain to promote innovation in education. Curriculum holds an outstanding place when seeking to promote innovation in education, as it reflects the vision for education by indicating knowledge, skills and values to be taught to students. It may express not only "what" should be taught to students, but also "how" the students should be taught. Curriculum innovations can include new subjects, combinations of old subjects or cross-cutting learning objectives. They may also take a form of new content, concepts, sequencing, time allocation or pedagogy.</li> <li>• CSB believes in holistic development of graduates who will fit into the society. Hence, we have strong faith in bringing out the cognitive, affective and psychomotor potentials of the individual by making effective innovations in the Curriculum design and development.</li> <li>• The institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education.</li> <li>• The college has MOUs with Industry, University, Institute of repute at national and international level to promote STEM.</li> <li>. At CSB we offer programs ranging from management, commerce, paramedical, liberal arts etc.</li> </ul>
<p>2. Academic bank of credits (ABC):</p>	<p>As per the UGC Notification on University Grants Commission Notification (28th July, 2021) "Academic Bank Account" means an individual account with the Academic Bank of Credits opened and operated by a student, to which all academic credits earned by the Student from course(s) of study are deposited, recognised, maintained, accumulated, transferred, validated or redeemed for the purposes of the award of degree/diploma/certificates etc. by an awarding institution. Academic Bank of Credits shall be established, on the lines of the National Academic The depository shall have a dynamic website providing all details of the Academic Bank of Credits and its operational mechanism for the use of all stakeholders of higher education. Academic Bank of Credits is essentially a credit-based, and highly flexible, student centric facility. Our institution has</p>



	<p>been in the process of getting approval to apply for registration with Academic Bank of Credits from statutory authorities such as Governing Council, Academic Council and university authorities. Courses undergone by the students through the online modes through National Schemes like SWAYAM, NPTEL, etc. or of any specified university, shall also be considered for credit transfer and credit accumulation.</p>
<p>3. Skill development:</p>	<p>The Center for Career planning and Development and T&amp;P Cell is an interface between the Industry and Academia to streamline the placement and related process for students and serves the community at large by grooming students. A strong Industry-Academia Interface is the sinquanon for the success of a department like CCPD. CCPD works in close coordination with all departments to guide students to choose the best Career option for them on the basis of their bent of mind, flair, dexterity, and qualification. It also assists students in identifying and developing their academic and career interests, and to set their short-term and long-term goals through individual counseling and group sessions. CCPD runs 'Soft Skills' and 'Technical Skills' training and assessment programme with the help of its own in-house team and also with the help of third party agencies of national repute. The schedule of these classes are very smartly knit with the regular time table of various programmes, so that, students may assess and explore themselves during their course itself. Apart from that, the seasoned and accomplished professionals from diverse fields visit the campus throughout the year to interact with students and share their industry experience. Regular Seminars, Conferences, Workshops, etc. are organized for more interactive, nuanced, and informative learning.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<ul style="list-style-type: none"> <li>• Language is an integral part of human life. It plays a vital role in the learning process and knowledge enhancement of students.</li> <li>• Faculties have applied for contribution for translating NPTEL- SWAYAM courses into regional languages. The classroom delivery in bilingual mode English and vernacular where ever necessity has been felt.</li> </ul>
<p>5. Focus on Outcome based education (OBE):</p>	<ul style="list-style-type: none"> <li>• Outcome Based Education is an approach to education in which decisions about the curriculum, instruction and assessment are driven by the exit</li> </ul>

	<p>learning outcomes that the students should demonstrate at the end of a program or a course. • In outcome-based education, “product defines process”. • The OBE is in practice from 2019. Due to the practice students placement statistics is in continuous improvement.</p>
6. Distance education/online education:	<p>• The Covid-19 pandemic has affected our lives in various ways. All the countries across the globe resorted to imposing lockdowns to contain the spread of the virus. Lockdowns in turn disrupted the normal way of life. Since schools and colleges had to be closed because of the lockdowns, students have been studying online. Teachers have been conducting classes online over various applications such as google meet, zoom etc. • The perspective plan of the Institute includes starting of AICTE approved courses through ODL mode in the institution after the result of NAAC A&amp;A process. • The institute practices blended learning. • State of Art Media Center is available.</p>

### **Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>Yes. An Electoral Literacy Club is a platform to engage students through interesting activities and hands-on experience to sensitize them on their electoral rights and familiarise them with the electoral process of registration and voting. ELCs are also present in colleges and rural communities.</p>
2. Whether students’ co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	<p>Through ELC, Election Commission of India aims to strengthen the culture of electoral participation among young and future voters. An Electoral Literacy Club is a platform to engage students through interesting activities and hands-on experience to sensitise them on their electoral rights and familiarise them with the electoral process of registration and voting. Every year the club conducts seminars to help students know about their rights and encourage them to exercise those rights by participating in the elections. The club also encourages students to take part in competitions conducted by SVEEP (Systematic Voters’ Education and Electoral Participation Program) as this will help develop their skills and confidence. Our students and</p>

	staff have participated in the competitions.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	1. Our students participate in Voter Awareness Campaigns aimed in educating the public in the nearby villages. 2. To create awareness and interest among faculties and students through workshops. 3. To educate the targeted populations about voter registration, electoral process and related matters through hands ethical voting, enhancing participation of the under privileged sections of society especially disabled persons, senior citizens, etc. on experience
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.	1. To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner 2. To develop a culture of electoral participation and maximize the informed and ethical voting
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.	The students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections. We conduct mock polling activity to give the experience-based learning of the democratic setup. We also conduct poster presentation, debates, essay writing and other programmes which create an awareness regarding electoral procedures.

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3055	2512	2094	1661	1423

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

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

Response: 201

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
173	144	117	88	72

### 3 Institution

#### 3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
936	555	482	307	218

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 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:**

Chandigarh School of Business (CSB), affiliated to the I.K. Gujral Punjab Technical University, (IKGPTU), has developed and deployed following process for effective delivery of curriculum; The academic calendar with date of commencement of the academic session, the duration of the semester, practical exam schedule and final semester examinations which is provided by the IKGPTU is taken as a base for preparing a curriculum delivery plan. A well-structured academic calendar in line with the IKGPTU academic calendar is prepared by the IQAC (Internal Quality Assurance Cell along with action plan for conducting co-curricular and extra-curricular activities to enrich the curriculum is also included in the detailed academic calendar. The Head of the Department allocates the courses to the faculty members based on expertise and preference given by the faculties. Class wise and Course wise time tables is prepared for effective planning and delivery of courses and the same is shared with faculties' and students. Each faculty prepares a complete course plan before the commencement of the semester along with plans for filling curricular gaps, content beyond syllabus (invited lectures/workshops). The commencement of the semester is conveyed through common notice, Email, WhatsApp, and SMS through ERP system. The Head of the Department monitors the academic activities regularly through an integrated faculties and students management information system. Faculties impart the curriculum through student-centric learning methods, such as assignments, workbooks, peer learning, mini projects, NPTEL lectures, group discussions, workshops, quiz, role-play, seminars, projects, industrial visits, etc., and innovative teaching methods such as Google classroom, Flipped Class, Webinars, Tech talks, Conferences, etc. besides the regular/traditional chalk and talk methods. Add-on courses for improving placement is implemented through a participative learning program called **Tie Your Laces (TYL)**.

An effective Teaching and Learning Process is implemented in the college with the following objectives:

- To promote higher order of Thinking.
- To achieve the expected learning Outcomes, and
- To create a positive learning Experience for Students

It follows four Steps Process for Effective Teaching Learning and reviews to analyze outcome

#### **1. Expectation**

- a. Content for setting expectation
- b. Delivery of expectation set

## 2. Teaching Content

- a. Development of teaching content
- b. Execution/ Delivery of teaching content

## 3. Evaluation

- a. Evaluation content preparation
- b. Evaluation Execution

## 4. IQAC Action

**Knowledge Review (K Review)** Reviews overall learning outcomes and higher-order thinking,

**Process Review (P Review)** Reviews learning experience with blended learning, flip classroom and virtual labs.

**HoD Review (H Review)** Reviews K and P reviewer feedback and submit retrospective view about the entire process The IQAC conducts periodic reviews about the effective implementation of the course delivery through Kreview and

**P-review.** IQAC performs academic audit and collects feedback from the students on curriculum delivery twice a semester to identify gaps. Faculties with less feedback will be mentored after identifying the root cause by senior faculty members and HOD for improvement and best practices followed by the faculties with more than 90% feedback are collected shared with others.

The adherence of CIE is monitored by IQAC.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

## 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:** 102

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>

### 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:** 76.79

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

2021-22	2020-21	2019-20	2018-19	2017-18
2378	2061	1586	1224	1002

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

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

**Response:**

The Crosscutting issues like Gender equality, Environment and Sustainability, Human Values and Professional Ethics are well integrated into the Curriculum prescribed by IKGPTU. Apart from the courses various activities are conducted

**1. Professional Ethics and Human values :** In view of promoting the professional ethics among the graduates the IKGPTU has introduced professional ethics as a credit course This course enables students to know fundamental rights, directive principles, and the duties of citizens, to understand engineering ethics and their responsibilities, identify their individual roles and ethical responsibilities towards society. The professional ethics and human values are dealing with the ethical aspects for the prosperity of



organization and personal development of students. It helps to lead the life towards holistic and value-based living. Even though it is in academic curriculum the college takes efforts for integration of ethical and human values through extracurricular activities such as personality development, yoga, meditation etc. The institute organizes various programmes under NSS to inculcate human values among students. Different activities like guest lecture, seminar and workshops relating to the professional ethics and human values have been organized for students.

**2. Gender :** The institute understands the importance of Gender equality and thus maintains a good ratio of women to men in the work force in both teaching and non-teaching. Also, as per the admission analysis, the girl to boy student ratio is 40:60. CSB has provided a separate hostel for boys and girls with good infrastructure. The institute's woman forum has been working consistently for women safety in college campus and other problems related to girl students. Numbers of programmes are specially conducted for promoting gender equality. Some of the programmes are sponsored by the National Commission for Women. The institute has organized various workshops and invited talks on Woman Empowerment, Laws for Women, Role of Women in Nature Conservation, The Sexual Harassment of Women at workplace etc.

**3. Environment and Sustainability:** Environmental studies are a part of the curriculum which provides information about ecology and environmental issues that apply to air, land, and water. The NSS unit took initiation for planting of a good number of saplings including fruit-bearing plants to make the environment green and pollution-free. NSS organizes various environment-related programmes like Earth Day, World Environment Day, plastic-free drive, seminars and guest lectures on environmental awareness etc.. Environment, Green and Energy Audits are carried out periodically.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 47.59

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

**Response:** 1454

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

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

**Response:** A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 83.68

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

2021-22	2020-21	2019-20	2018-19	2017-18
1393	1089	970	673	645

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1620	1440	1260	720	660

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list as published by the HEI and endorsed by the competent authority	<a href="#">View Document</a>

#### 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:** 18.49

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

2021-22	2020-21	2019-20	2018-19	2017-18
57	33	64	47	116

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

2021-22	2020-21	2019-20	2018-19	2017-18
490	432	378	216	198

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 17.66

## 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:**

CSB adopts student centric methods to make the Teaching Learning process more effective for the holistic development of students through Experiential learning, Participative Learning and Problem solving Methodologies. Faculty of the institute imparts subject knowledge as per the syllabus and curriculum and foster self management and usage of knowledge, holistic development and skill development through participatory learning activities.

The following activities have been adopted by the faculty and they adorn student-centric methods:

**Experiential learning:**

**Industrial visits:** Through Industry visits experiential learning is strengthened.

**Field works and Internships:** The main motto of Field works/Internships are educational and career development opportunities, providing practical experience in a field/discipline.

**Industry-Oriented Mini Projects:** Students are encouraged to take up any industry-oriented application in his/her field of interest in their respective branch/field.

**Community outreach program:** Students are taken to community visits under social innovation and practice. We will make them to understand real-world societal problems. After visit, they should understand and design solutions for at least one problem.

### **Participative Learning:**

**Expert Talks, Workshops and seminars:** Students are encouraged to participate in workshops expert talks and seminars organized by various professional societies, esteemed institutes and industries.

**Group Discussions and Role plays:** The purpose of a group discussion is not to win an argument but it is to help each group member explore and discover personal meanings of a text through interaction with other people. In the Language lab students will get an opportunity to participate in group discussions.

### **Problem Solving Methodologies:**

**Project Based Learning :** Students are encouraged and taught to Understand, Strategize, and Implement solutions to various problems that present themselves in business endeavours to inculcate a holistic understanding of the concepts. The techniques used to enable this were

1. Caselets
2. Research-Based SIP Projects
3. Workshop/Webinar/Seminar

CSB emphasis on ICT infusion in pedagogy to improve learning, motivate and engage learners, promote collaboration, foster enquiry and exploration, and create a new learner centered learning culture.

Faculties utilize three types of ICT tools such as

1. **Generic tools for learning :** Starting from productivity tools to simulation & modelling to access, extend, transform and share information e.g. Licenced and open source software for lab and Projects, APSSDC Certification courses
2. **Content-based resources :** to access a vast source of educational resources that effectively can be integrated with the curriculum objectives e.g MHRD-NMEICT, NPTEL-SWAYAM, Blogs, NDLE, SPOKEN TUTORIAL
3. **Interactive instructional courseware:** Self-paced learning materials e.g Google Class Room, MOODLE/Blackboard/Canvas LMS, Video Lecture, Course material in website etc

The integration of ICT with teaching and learning has produced some of the significant positive gains in learners' knowledge, skills and attitudes by providing the following key advantages:

- Explore and represent information dynamically and in many forms
- Communicate effectively about complex processes
- Develop better understanding and broader view of processes and systems
- Greater problem solving and critical thinking skills.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

## 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

2021-22	2020-21	2019-20	2018-19	2017-18
173	144	117	88	72

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 15.15

#### 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

2021-22	2020-21	2019-20	2018-19	2017-18
31	21	16	14	8

File Description	Document
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

The Examination Cell is an important part of the academic work. Formation of Exam Committee Members by Director. Circular, Guide line, Office Order, Notification received by the IKGPTU, Jalandhar is dispatched to all the departments with Director signature.

**Conduct of Internal Assessment Test:** Conduct of two Internal Assessment Tests for as per academic calendar. The subjects handling faculty are directed to prepare two different set of question paper as per IQAC. Examination Team Prepare the Instruction for students and invigilator, invigilation duty roaster and seating arrangements. Answer sheets are issued to the respective faculty for evaluation. Procedure for Conducting University Practical's / Viva-Voce Examinations External examiner are appointed by the Head of the Department and finalized by the Director of the institution. Conducting University practical examination for each semester, circular is sent to all HODs for the details of internal examiners and External Examiner for each practical lab/viva-voce. The practical examinations are conducted batch-wise. The mark statements are prepared and signed by both Internal and External Examiner. The marks are uploaded in IKGPTU Portal on the same day. The hard copy of the marks signed by Internal and External Examiner are submitted in University after the competition of all Viva- Voce. The External and Internal examiners conduct the viva-voce for the project as per university protocol. Conduct of University Theory Examinations Examination schedule and fee circular for filling the examination form is displayed on notice boards. Candidates fill the examination form on the IKGPTU portal that can be approved by HOD's on his university portal, and approved candidates are allowed to appear in end semester examination. The Centre Superintendent and examination team are appointed by the Director and uploaded on the I.K.G. Punjab Technical University portal. IKGPTU assign the required data on their respective college id's allocated by the university. Question papers are uploaded on the Printing Cell Coordinator Id by the IKGPTU before 45 minutes start of the exam. Printing Cell Coordinator after

getting the security password by the COE, download and get it printed by Photocopy operator as per sitting arrangement. IKGPTU appoints an Observer from any IKGPTU affiliated colleges for smooth conduct of examination. Invigilation duty, Hall & Seating arrangements are made by the Exam Cell as per IKG PTU requirements. IKGPTU assigns a Nodal Centre near the college. Answer Sheets and other required materials are provided by Nodal centre. The sealed answer sheets are handed over to the Nodal Centre by the Centre Superintendent on the same day. Any malpractice of the candidate is booked and reported by the hall superintendent to the Chief Superintendent/COE. IKGPTU releases a circular to inform the commencement of central evaluation.

Students Grievances and time bound response Students are shown the answer sheets of their internal assessment exams, in case of any grievances in internal examination it is rectified by HOD where as grievances regarding IKGPTU are rectified by University itself through online exam portal.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### **Response:**

The learning outcomes are clearly defined using blooms taxonomy for all academic programmes and courses of the Institute. The measurements/inputs provided by the University on the basis for continuous improvement in the quality of learning have been properly assessed and do the almost to attain it through various learning means.

All POs have been adequately addressed through the core courses and their COs.

Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to alumina and students.

Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes are made aware through the following procedures.

- POs and PSOs are approved by the Department. POs and PSOs are available in the Institute website.
- POs and PSOs are posted in corridors, classrooms, Department office, Laboratories and Department library of the campus for staff, students and public view.
- At the first course committee meeting, the corresponding faculty members discuss the assessing methods of each course outcomes and prepare the mapping with the POs and PSOs
- During the department reviews meeting the COs of all theory subjects which are not mentioned in



University syllabus are framed accordingly. Cos of practical are also designed and verified by the HOD. COs attainment of COs, POs and PSOs are reviewed among the faculty members.

- The outcomes are elaborately discussed and derived by the course committee members. Even though the COs are given by the IKGPTU, if necessary, the COs are modified and reframed by the course committee members. Program advisory Committee analyze the course outcomes and their mapping with program outcomes and program specific outcomes done for each courses by the course handlers along with one subject area expert. Course Outcomes (COs) are finalized at Department meeting.
- COs are communicated to the students during the introduction class itself. Importance CO for each subject theory & practical is explained to the students in their first lecture & practical session. During the class committee meetings the COs attainment levels are discussed and the measures outcomes of the course are also focused. During the commencement of each unit and after the completion of the unit, the course outcomes evaluating methods are reviewed.
- The Assignment, Unit test & sessional question papers and laboratory experiment manuals are designed as per the subject COs.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

**Method of assessment of COs / POs / PSOs:**

The institute evaluated the attainment of Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (Cos) by adopting the following procedure.

1. To evaluate PO's, PSO's and CO's , the institute adopts the two assessment methods

- Direct Assessment
- Indirect Assessment

1. The Overall Course Outcomes Attainment factor is evaluated by taking 80% of the Direct Assessment and 20% of the Indirect Assessment.

2. The Program Outcomes and Program Specific Outcomes attainment is evaluated by using (Overall Course Outcome attainment factor \* CO-PO mapping)/3(High level).

**Procedure for Attainment through Direct Assessment (80%)**

The attainment levels are specified in terms of High (level 3), Medium (level 2) and Low (level 1). These three levels are distributed as follows depending on the percentage attained for mapping :

Level -1	< 60%
Level -2	60-80%
Level - 3	> 80%

#### **Direct Assessment:**

1. Performance in Internal Assessment (theory and labs)

- Includes Internal Exam(Two Test)
- Assignments

1. Performance in End Semester Examinations (theory and labs)

2. Performance in Project Evaluation (Minor and Major Project)

#### **Direct Assessment Tools:**

##### **Internal Assessment (Mid Examinations) (for 20 marks)**

Internal assessment is carried out through internal exam i.e. two tests (MST- 1, MST-2) , Assignments. These examinations are focused on attaining the course outcomes.

##### **End Semester Examinations (for 80 marks)**

End Examinations focus on attainment of course outcomes through descriptive mode. It is metric for evaluating whether all the course outcomes are attained or not.

#### **Indirect Assessment:**

Feedback from the stake holders in the form of Survey and feedback.

#### **Indirect Assessment Tools:**

1. Course Exit Survey: At the end of each semester, course exit survey is conducted to analyze all course outcomes.
2. Program Exit Survey: This survey is conducted at the end of program to analyze all the program outcomes and Program Specific Outcomes

#### **C. Steps for Calculation of Attainment:**

##### **Attainment through Direct Assessment (80%)**

1. Set the threshold for marks to assess the student's performance in internal assessment and end exam semester exam. (E.g. 50% is set )
2. Find the no. of students scored 50% and above.
3. Find percentage attained (i.e. How many percentage of students are scored 50% and above).
4. Rate the level (High-3, Med-2, Low-1) to each Course outcome depending on the percentage

attained as discussed in point 3 and as per the rubric set for CO-attainment as mentioned in point A.

**Internal Assessment = (Internal Exam + Assignments) out of 40 Marks**

Direct CO Attainment = ( 0.8 \* End Exam + 0.2\* Internal Assessment ) out of 60 Marks

### **Attainment through Indirect Assessment (20%)**

1. The indirect assessment contains CO exit survey at end the end of each semester. Hence overall CO Attainment is calculated as follows:

Overall CO Attainment = (0.8 \* Direct CO Attainment + 0.2\*Indirect CO Attainment)

The indirect assessment also contains feedback from various stakeholders such as parents, alumni, faculty ,students, employer along with exit survey. Feedback is collected in the scale of 4 and then converted to the percentage.

<b>File Description</b>	<b>Document</b>
Provide Link for Additional information	<a href="#">View Document</a>

### **2.6.3**

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

**Response:** 92.88

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

2021-22	2020-21	2019-20	2018-19	2017-18
700	646	527	420	316

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

2021-22	2020-21	2019-20	2018-19	2017-18
818	659	539	457	336

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
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.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

<p><b>2.7.1</b></p> <p><b>Online student satisfaction survey regarding teaching learning process</b></p> <p><b>Response: 3.91</b></p>	
<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## 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:** 37.5

#### 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)

2021-22	2020-21	2019-20	2018-19	2017-18
33	0	4.5	0	0

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

CSB has created a suitable environment to promote innovation, explore new ideas and share knowledge to other like-minded in their interested domain of the students.

**Innovation Centre:** With rapid development, CSB-INNOVATION CENTRE has been established. A distinct office for innovation activities was set up. The main objectives are to:

- Invoke innovative ideas and increase job opportunities.
- Motivate students to participate in technology transfer management.
- Increase effectiveness and utilization of resources on research and development activities.

The MOUs established helps broaden the scope of research, its utilization and intellectual property rights.

**Incubation Centre:** The Incubation Centre was setup and it provides creative atmosphere where new ideas and projects can flourish. Incubation centre offers

- A Platform on business incubation and innovation to provide spaces for incubation, counselling services on business management and technological solutions.
- Interaction with the industries and other peers, finding the workable issues and provide appropriate solutions.
- A systematic process designed for innovators to convert their concepts, ideas into product.

The centre works on the growth of staff and students, identifying the tools, devices, technologies and constructing a network for commercializing the products or services. Innovators and entrepreneurs are benefited in technology, expertise and facilities.

**Entrepreneur Development Cell:** The ED Cell was established with a faculty Coordinator and in the individual department a faculty as a committee member. The key vision of the cell is to shape the future entrepreneurs to transform the world for a better living. The mission statement for the cell is to create and foster entrepreneurial culture among students by identifying, training and motivating students to become entrepreneurs. The Cell has the objective to create awareness of opportunities and benefits on entrepreneurship for students and make their dream business through innovative products and to develop entrepreneurial culture. Further, the cell strives to create sustainable start-up business and provide awareness among students on industrial business and availability of financial assistance to start ventures.

Overall Objectives:

1. Transfer of knowledge, methodology and practice of technology-based entrepreneurship and support to students with creative thoughts and ideas.
2. Encourage students and faculty to participate in innovation, idea generation and product development.
3. Create awareness on patents among faculty, students and researchers.
4. Link higher educational institutes and industries.
5. Create platform to share knowledge and implement real time research and applications Motivate and create a permanent network among the students and researchers for knowledge exchange and technology transfer. The key idea is to connect/link companies, investors, researchers innovating minds under one roof.

As a part of this, the institute has IIC through which students are encouraged to participate in different research activities. Workshops on Entrepreneurship, Research Methodology and Intellectual Property Rights are conducted to provide the base for researchers. As part of innovation, IIC and startup cell encourages students and faculties for nurturing innovative ideas. IIC and startup cell helps in identifying multidisciplinary innovative topics related to management programs. Following activities are arrange by Institute to create ecosystem for innovations,

- Introduction to Project Management
- Revenue Analysis and Pricing Policies
- Brand You Entrepreneurship

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 50

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
11	13	12	10	4

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:** 1.39

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

2021-22	2020-21	2019-20	2018-19	2017-18
40	119	41	45	35

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** 5.71

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
1132	1	5	4	5

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:**

Chandigarh School of Business, Jhanjeri gives high importance to holistic development and societal needs by motivating students and conducting many activities focusing on social issues during last five years. Extension programmes like NCC (all wings) and NSS have been made an integral part of the curriculum to encourage students to participate in community building processes. Social outreach programmes like camps, rallies and awareness/training programmes are organized to sensitize various sections of the society on Institutional Social Responsibility.

**National Service Scheme (NSS):** The NSS has carried out various activities like SDRF camp for life saving activities and unforeseen pandemic situations, SDRF scamp for students and faculty, Camps for Sapling Plantation, Awareness programs like Mask Awareness, Cleaning Awareness, Vaccination Awareness, field works for Grocery distribution were conducted. NSS volunteers have organized an



Yoga Programme to inculcate the importance of Yoga to maintain healthy life among the school students and have themselves involved in the “Drug addiction” Awareness Programme”. NSS brings together the people through services like donating personal protective equipments like masks, sanitizers and hand gloves to social workers during COVID pandemic. Programs for providing food, grocery items to old age homes and needy were also organized. Camps and Awareness programs like Pulse Polio Immunization camp, Blood Donation camp, Clean India project, Dengue Awareness cycle rally, AIDS Awareness program, Cancer Awareness program were organized. Independence Day, Teachers Day were celebrated inside the campus.

**Unnat Bharat Abhiyan Scheme:** Under UBA, CSB, has adopted five villages namely Macchali, Jhanjeri, Popne, Majat and Majatri. UBA team members of our college visited the adopted villages and conducted Cleaning Awareness program, planted 200+ saplings, initiated the use of cloth bags.

**National Cadet Corps (NCC):** The NCC club arranges camps for Blood Donation. Every year various activities were conducted to promote Swatch Bharat Mission, Yoga Day, International Day against Drug Abuse, Population Day, Pollution Free Day, Heart Day. Various activities were conducted to nurture and teach the importance of environment to students. Traffic awareness rally are observed every year. 195 cadets appeared in certificate examination and more than eight has been selected in Army and Navy.

### 3.4.2

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

##### **Response:**

CSB, has not only scored great accolades in academics alone, in the view to create the holistic environment through extension activities, our college are anticipating various social awareness programs in the name of extension activities. Intellectual property rights are concerned as the robust and enforced, to safeguard families and consumers. Informed customer decisions concerning the security, dependability and efficiency of their transactions are made possible by strong and sound IP rights. To educate and create awareness about the IPR, CSB has conducted the National Intellectual Property Awareness Mission (NIPAM) training program to all aspirants related to this field. Similarly, the students of CSB have taken pledge to reduce the dependence on conventional way of power production and reduce the usage of fossil fuels by using green energy (hydrogen fuel cell), bio fuel and use of solar panel, wind mill and hydro power. By developing new products and services as well encouraging the students for their entrepreneurial ventures to create employment for human kind.

##### **Benefits of Awards and Recognitions:**

- Proves recognition of Institution among society and create positive perception
- Show Appreciation,
- Encourage Friendly Competition.
- Improve Productivity.

### 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:** 42

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
8	9	8	8	9

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>

## 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:** 46

File Description	Document
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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:**

CSB campus is spread over an area of 32.34 acres. While increasing the programs or student's intake, calculated decisions are made considering the available space, infra-structure, class rooms, faculty strength, laboratories etc. There are committees at every department as well as at Institute level for space related matters. Certain areas are marked/identified to construct new facilities for students, teachers and staff which is a crucial requirement of the Institute. This has enabled us to optimize utilization of available space in a well-planned manner to ensure availability of open green spaces across the campus.

The class rooms/laboratories/seminar halls and meeting rooms of Departments are adequate in numbers and are well equipped as per statutory guidelines. Audio-visual systems with LCD projectors are available in classrooms/seminar halls/laboratories. Besides use of white board in teaching all departments have smart boards. Teachers/staff and students can use Wi-Fi internet across the campus through secured access. This facilitates dynamic teaching-learning environment, enabling access to videos and other online resources, e-books, MOOCs, online courses, online journals and e-databases which are subscribed. Besides seminar halls in Departments, CSB has an auditorium, and several lower seating capacity conference halls, that can be used by any Faculty/Department for organizing seminars, lectures, symposia, conferences, workshops, club activities.

We encourage holistic development of the students and staff by providing various sporting activities. Institute has created and maintained well number of sports facilities and infrastructure for holding cultural events and other co-curricular activities. The achievements of the students in multiple sports activities is an indication of the dedicated attention, which are mainly promoted through the Sports Committee. The Committee also plays supervisory role to initiate, execute, coordinate, and supervise physical education, sports activities and programmes that enhance general/specific interest in sports, which are conducted throughout the year. The outreach of our infrastructure has grown regularly and is used not only by students/faculty/staff but also by other local units, schools etc.

The sports facilities are

- Cricket Ground
- Football Ground
- Basketball Court
- Volleyball Court

- Badminton Court

Apart from the above Boys common room and Girls common room are equipped with indoor games.

As a part of the Annual Day Celebrations, several cultural activities are organized by the students, which includes stage performance, exhibition of departments displaying innovation, achievements, music performances and others. Moreover, several activities are conducted at department level such as freshers' party, welcome/farewell parties.

#### 4.1.2

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

**Response:** 27.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
262	151	135	77	62

#### **File Description**

#### **Document**

Institutional data in the prescribed format

[View Document](#)

Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)

[View Document](#)

## 4.2 Library as a Learning Resource

#### 4.2.1

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

**Response:**

The institute has well equipped, spacious library of carpet area 735 square meters with the rich collection of management, finance, computing, liberal arts, and paramedical books including national, international

journals, periodicals, magazines. The library is fully automated with Koha software. The reading room facility is available for students. The reading room is 600 sqm with a seating capacity of 200 students. It has about 3649 titles, 27473 volumes, 211611 e-books, 34 national and international journals and 30 magazines along with newspapers. ILMs Software Package is an Integrated Library management System (ILMS) with Barcode Scanner that supports all inhouse operations of the library.

Name of the ILMS Software: Koha (open source)

Nature of Automation: Fully Automated

Version: 19.05

Year of automation: Koha 3.5 (2016) & Upgraded Koha 19.05 (2018)

**All the books are bar-coded and bar-code laser scanners are used in circulation counter for book transaction.**

A student approaches the counter for issuing a book; the book is searched by title or author. Students can access physically the stack area. The entry is made in Koha software through student login and book is registered as issued in student's name. Many copies of popular books are brought in to make them available to as many students as possible. The books per student ratio is approximately 6.9. Each student has issued 2 books at a time, and they have allocated 2 library hours per week. The college central library has various institutional memberships of prestigious libraries such as DELNET, EBSCO, NDLI, and Shodh-Sindhu membership for e-resources and e-Journals. The digital library is equipped with 20 computers with internet facilities. Direct Accesses to online journals are made available for staff and students such as DELNET and EBSCO to learn the latest research and developed techniques in management, arts, and sciences. Library facility is open to all students and faculty members and is continuously updated with latest books and journals. The institute always strives to provide latest and best collection of books, journals, online sources to the students.

OPAC (Online Public Access Catalogue)	Yes
Electronic Resource Management package for e-journals	Yes
Federated searching tools to search articles in multiple databases	Yes
Library Website	<a href="https://chandigarhschoolofbusiness.com/library">https://chandigarhschoolofbusiness.com/library</a>
In-house/remote access to e-publications	Yes
Library automation	Yes
Total number of computers for public access	20
Total numbers of printers for public access	5
Internet band width/ speed (GB)	1Gbps
Institutional Repository	Yes
Content management system for e-learning	Yes
Number of information literacy trainings organized	Library Orientation Program Yearly once
Remote Access	Yes

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

Our Information Technology (IT) Policy sets forth the central policies that govern the responsible usage of all users of the Institution’s information technology resources. This comprises the IT facilities allocated centrally or by individual departments. Every member of the Institute is expected to be familiar with and adhere to this policy. Users of the campus network and computer resources (“users”) are responsible to properly use and protect information resources and to respect the rights of others.

The IT facilities available in our college can be summarized as follows:

**LAN Facility:** In the year of inception the institute has 950 systems with 1060 Mbps internet speed, now 347 high configuration systems are available for students and all these systems are provided with LAN connections.

**Server configuration in Data Centre:** There are 4 servers installed in the campus. These servers are used for to accounts, ERP, DHCP, DATA Base

**Softwares:** Institute has 70 licensed Windows operating systems and 2 Windows Sever 2019. We also access open-source operating systems such as Ubuntu & CentOS.

All the systems are protected with Sophos firewall. There are 70 licensed Microsoft office 2016 procured from Microsoft. Printers: The Institute has 20 Laser jet printers, 1 Xerox machine and 7 scanners for academic and administrative usage, and A3 printer is available for CAED drawing as per the curriculum and evaluation requirements. **Cameras:** As per the safety ACT the institution installed 100 CCTV’s which covers administrative, classrooms, Laboratories, parking and common areas for student’s safety, prevention from unauthorized visitors and safety of campus.

**Updates and Up-gradation:** Institute upgraded the computers as per the needs. Updates are maintained regularly through WSUS (Windows Server Update Service) and antivirus is updated using free edition. Wi-Fi: 5 Extendable Wi-Fi routers are placed in various places like Admin, all departments, classrooms, hostels. Wi-Fi access is provided to all the students which is monitored and controlled by Sophos firewall at the IT department for secure content access.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 4.47

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

Response: 683

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 32.39

**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)**

2021-22	2020-21	2019-20	2018-19	2017-18
311	172	158	101	67

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>



## 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:** 87.2

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
2543	2068	1981	1508	1270

#### File Description

#### Document

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

[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 ICT/computing skills enhancement programs

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

### 5.1.3

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

**Response:** 77.66

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
2235	1986	1785	1247	1092

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>

## 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:** 65.75

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

2021-22	2020-21	2019-20	2018-19	2017-18
506	479	359	287	216

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

2021-22	2020-21	2019-20	2018-19	2017-18
818	659	539	457	336

#### **File Description**

#### **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:** 2.29

**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.)**

2021-22	2020-21	2019-20	2018-19	2017-18
15	3	2	2	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** 48

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
15	2	11	19	1

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

#### 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:** 24.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
28	15	25	25	28

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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 CSB Alumni Association aims to link the alumni to the institution, develop synergistic plans to support the institution and achieve its vision, and to enable the institute to add value to all its stakeholders. The Institute established alumni cell to maintain a good linkage between institute and alumni. The alumni association was registered with register no. 2211461568 as per registration of the society. The main objective is to enroll all alumni as members of the association and facilitate active participation of the alumnae in appropriate activities, events, and initiatives of the Institute. The alumni association helps in building a network of alumni and helps in being in touch with the corporate world. Every year Alumni meet will be hosted by the Alumni association and supported by the Management where the alumni from different branches are invited to share their views and suggestions on the scope of their course and also to create awareness about the professional world. This paves an opportunity for the alumni to meet other alumni and cherish their past experiences and moments. The Alumni Association provides an avenue for sharing their intellectual, career and professional experience not only with the teachers but also with the present students.

**The following are the activities carried out with the help of Alumni.**

**Curriculum Enrichment:** Alumni are involved for curricular gap identification and development of value added course module.

**Interactive Sessions:** The alumni association helps in holding interactive sessions to motivate current students about the employability and educational opportunities abroad. They share their opinions in social networks, blogs and forums.

**Industry connect:** Alumni help in establishing MoUs with industries. The alumni those who are entrepreneurs arranges industrial visits to the students and provide inputs on how to start a new venture to turning them in to job providers. The Alumni extend their support for student internships.

**Research and consultancy:** To encourage the students of the college & members of the Association for Research & consultancy to work in various fields like management, paramedical, Computers, Industrialization, etc. Alumni help the departments by directing the entrepreneurs to carry out consultancy works in various sectors of the streams.

**Mentorship:** Alumni can play an active role in voluntary programs like mentoring students in their areas of expertise. To utilize the rich experiences of old students of the college for the benefit. To assist the students in securing suitable jobs.

**Placements/ References:** The alumni network of a college is one of the biggest sources of placement opportunities to students. Alumni can help students in referring to companies and get placed at their respective organizations. The Alumni conduct mock personal interviews and job-oriented training.

**Generosity: The association also plays a significant role in contributing scholarships to deserving students.** Another activity of the Alumni is they donate trees for making the institute environment green.

**Major visible additional activity of the alumni is by providing donations to the college.**

**Administration:** Alumni are members in IQAC and provides inputs for imparting quality system adaptive to recent trends.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

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### 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:

#### VISION

To be the most preferred management institution developing professional and socially responsible leaders.

#### MISSION

- To provide quality education through state-of-art infrastructure and well qualified faculty.
- Inculcating managerial skills and entrepreneurship in students through strong industry interaction.
- Focus on specialized practical oriented teaching to enhance the analytical skills for higher studies and best employability.
- To imbibe ethical values and social responsibility among students.

**Nature of Governance** The College Governing Council (CGC) is an integral part which steers the institution towards academic excellence with a holistic approach. The governance of the Institution is reflective of an effective leadership in tune with the vision and mission statements. The established policies in the Institute ensures the integrity and effectiveness of the governance and administration. The Institute believes in shared leadership and participative decision-making approach. This reflects the decentralization of its operations and delegation of the necessary authorities and responsibilities. Such delegations follow a systematized organizational structure with clearly laid down job responsibilities. The council encourages participative management by involving faculty members in taking decisions. So, various verticals have been formulated for effective functioning of institute. Each verticals have independent heads taking decisions in line with institute policies and regulatory requirements in consultation with Directors. The committees or cells are as follows.

1.Exam Cell

2.IQAC

3.International Affair Department

4.Dean Student Welfare (Cultural Events, Sports, Grievance Redressal, NSS)

5.Women Empowerment Cell

6. Research & Innovation Cell

7. Industry Academia Interface: Entrepreneur Development Cell (EDC) & Management Development Projects (Consultancy projects)

8. CCPD (Centre for Career Planning & Development)

9. Registrar Office

10. Human Resource Department

11. Admission Cell

**Perspective Plan:** The IQAC considers important factors i.e. structure, mechanisms and stake holders within the system. This strategic plan acts as the guideline for the decentralized committees and those decentralized committees work towards the attainment of the laid out plan. The entire process is based on participative approach wherein the decentralized committees, faculty members, and other stakeholders are involved in the development of plans and its efficient execution. The above plan covers:

1. Enhance Engagement with Society (NSS)
2. Diverse Student Learning Environment (CCPD)
3. Enhance Engagement with Industry (CRC)
4. Improve Internal Support Systems (Management & faculty meeting sessions & DSW & Registrar)
5. Enhance Alumni Engagement (CGCJ Alumni Association)
6. Develop a Cleaner and Greener Campus (DSW)
7. Enhance Research Culture (IQAC)
8. Industry Oriented Curriculum (CCPD)

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

## 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 Institute has a well-defined organizational structure comprising of the Governing Body (GB), IQAC, the academic and administrative wings, various statutory and functional committees. The Governing Body is the apex body of the institute. GB approves the budget estimates, scrutinizes accounts and accepts audit reports, approves faculty and staff recruitment, considers promotions of the faculty & staff and initiates the launch of new programmes. Appointments of the faculty are as per the qualifications, experience and other academic requirements stipulated by the apex regulatory body i.e. AICTE. The recruitment and selection process are laid down by regulatory authorities. Teachers' approvals are sought from the university. Institute's appointment and service rules are fair, transparent and designed on merit to attract and retain highly qualified faculty and staff. Institution has a rigorous selection process to ensure that only the most competent individuals are recruited. Once appointed, faculty and staff receive regular training and development opportunities to enhance their skills and knowledge ensuring that the Institution maintains a high level of academic excellence and provides quality services to its students. The GB monitors the execution of policies, admissions, academic performance, other achievements, consider IQAC reports, etc. The GB considers the recommendations and deliberations of the IQAC and takes decisions accordingly. The IQAC deals with improvement of quality standards, academic development and systematic monitoring of various academic actions. Director has authority for academic & co-curricular expenses and administrative responsibility of assigning work. The decisions are implemented by Director through IQAC, and different committees. The role and responsibility of various statutory committees and functional committees are clearly defined. The perspective plan for 5 years included

1. Enhance Engagement with Society (NSS)
2. Diverse Student Learning Environment (CCPD)
3. Enhance Engagement with Industry (CRC)
4. Improve Internal Support Systems (Management & faculty meeting sessions & DSW & Registrar)
5. Enhance Alumni Engagement (CGCJ Alumni Association)
6. Develop a Cleaner and Greener Campus (DSW)
7. Enhance Research Culture (IQAC)
8. Industry Oriented Curriculum (CCPD)

The deployment of Institutional strategic/perspective/development plans is a crucial aspect of Institute's functioning. These plans provide a roadmap for the Institution's growth and development, ensuring that it stays relevant and responsive to changes in its environment. The Institution regularly evaluates its plans to ensure that it achieves its objectives and maintains a high level of quality in its academic programs and services.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

### 6.2.2

*Institution implements e-governance in its operations*

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

**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

Employees are undeniably crucial stakeholders who influence organisational effectiveness by stabilizing the tremor caused by adaptive environment. The management of CSB implemented various monetary as well as non-monetary welfare measures for employees. Monetary welfare schemes are

1. Group insurance for Teaching staff.
2. Maternity Leave
3. Employee is entitled to use Earned Leaves in case of his/her marriage.
4. The Institution provides incentives/appreciation certificates to the faculty for outstanding performance in the curricular/co-curricular/extra-curricular activities.
5. Vacation leaves provision for all employees as per the college norms.
6. Grant of Special Casual Leaves (20) when faculties are required to go out on official duties or to

participate in conferences, seminars, workshops etc.,

7. Sick Leaves will be provided based on the request from faculty subjected to discretion of management.

8. Financial support for Professional Membership Fees.

9. EPF is in force to sub staff. EPF is being contributed from management with an equal contribution from employees based on the pay scale governed by EPF rules.

10. ESI is applicable for eligible sub-staff.

11. Incentives to faculty who receive State, National and International recognition/awards 12. Provision of Special Leave to the existing faculty for the pursuance of their higher studies like PhD and PDF.

13. Faculties are encouraged to write and publish books or monographs and incentives are provided.

14. Incentives will be given to the faculty member for publication in national/ international journals of Repute.

15. The institution will pay the registration fee, TA & DA and provide OD (On-Duty) for research paper presentation in the conferences.

16. Special incentives for research grants.

17. Support FDP certification programmes for knowledge updation

Apart from monetary schemes various non-monetary welfare schemes are provided to employees for their professional development. The schemes are listed below

1. Professional workshops are conducted to keep pace with syllabus and new technologies.

2. Faculty development programs /STTP are conducted in the institute.

3. Experts from the industry and academia are invited for interaction with the staff.

4. The institute motivates the faculty and staff for arranging / attending industrial training programs/ visits.

5. Training programs are arranged for updating the knowledge of the non-teaching staff.

6. Faculty members are encouraged and benefited from qualification improvement programs such as PhD.

7. Sessions for Health and Stress management.

The Institution has put great emphasis on staff performance. The annual Performance Report formats

have been derived as shown hereunder by considering the Knowledge Skills and Behavior aspects into account.

- 1.University results
- 2.Research & publications/ academic progress
- 3.Students feedback
- 4.Punctuality & adaptability
- 5.Mentoring/ counselling of students
- 6.Administrative contributions

The non-teaching staff are appraised based on the following parameters: Punctuality & adaptability Administrative contributions The attitude, commitment and achievement of staff with regard to above mentioned parameters are the key areas to their appraisal. Self-Appraisal reflects the contribution of the faculty members to teaching-learning process, research activity, involvement in department and college level activities (academic and administrative).

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 54.21

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
86	92	74	45	25

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 75.2

**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**

2021-22	2020-21	2019-20	2018-19	2017-18
187	152	89	71	65

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

2021-22	2020-21	2019-20	2018-19	2017-18
36	37	36	25	22

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

Mobilization of Funds for various resources:

Funds are mobilized from the following resources.

1. Students' fee,
2. Term Loans (from the banks)
3. Consultancy Project work is under process and progress.

**Budget Planning:** Heads of the departments would submit the budget requirements to the Director, at the beginning of every financial year. Budget committee analyzes the requirement of each department and prepares a consolidated budget and forwards it to the Management through the Director for approval. The Management allocates the funds under various heads such as upgradation of library resources, computers, network facility, sports facilities, publication incentives, salary, placement, campus maintenance, extension activities, etc. based on the need. CSB provides the financial support to faculty & students to enhance their technical skills and attend online certification courses. CSB provides fund to organise conferences, guest lectures, expert talks and technical workshops and honorarium is paid to the resource person.

**Utilization:** The administration and finance committee monitors and audits the budgets, utilization, expenses, accounts etc. They give recommendations for better handling of resources and effective mobilization of available funds. It ensures that the fund utilization is within the limit or allotted margin.

**Financial Audit:** The finance team finally audits the documents at the end of every financial year. The audits are being carried out by an external auditor. Internal audit is being conducted on a continuous basis by the finance team members every month.

The audit procedure is shown below.

1. Expenses
2. Vouchers, supporting bills and invoices are verified.
3. Approvals and authorization are verified with Instructions
4. Accountings of expenses according to the nature of the expenses are verified.
5. Actual expenditure is compared with the budget allocated to evaluate the variation. 6. Statutory deductions such as TDS are verified
7. All the fees pay-in –slips are vouched with the bank statements.

8. Surprise cash verification is conducted to verify the petty cash transactions.

9. BRS Statements are verified on a weekly basis.

10. Statements of Sundry Creditors ageing are verified.

11. Payroll statements along with the attendance registers are verified on monthly basis. 12. Fees receivable statements are verified with the books of account.

External Audit is regularly conducted on an annual basis by the statutory auditors of the Trust.

The Procedure is furnished below.

1. All the Expenses Vouchers and their supporting documents are verified.

2. BRS Statements of financial year is verified to ensure the outstanding payables and receivables.

3. Original Fixed Assets Purchase

Invoices are verified and physical verification of statements and payments are verified with the payroll reports provided by the HR Department. Financial statements are audited accordingly. Assets verification is also conducted.

1. Salary statements and payments are verified with the payroll reports provided by the HR Department

2. Analytical procedures are followed to assess the overall correctness of the books of accounts

## 6.5 Internal Quality Assurance System

### 6.5.1

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

#### **Response:**

The main aim of the quality policy is to impart technical education using state-of-the-art technology and ensure that the students are industry-ready. The IQAC Cell is as per the guidelines of NAAC. The IQAC has developed a continuous review process on teaching-learning to sustain effective teaching and learning for targeted outcome. IQAC believes in appropriate planning for success. Following are few parameters on which review is conducted.

#### **Curriculum Level**

Review of Academic Calendar - Once in Semester

Review on Curriculum Planning - Once in Semester

Review on Teaching – Learning (Planning) - Once in Semester

Review on Teaching – Learning (Execution) - Once in Semester

Review on Teaching – Learning (Attainment) - Once in semester

Review on Syllabus Completion Monitoring - Twice in semester

Review on Teaching Feed Back from students - Twice in semester

Review on Conduct of Remedial Classes - Once in semester

Review on Quality of Projects/Product Development- Once in Year

### **Co-Curricular Level**

Review on Industrial Visits - Once in Year

Review on Internships - Once in year

Review on Guest Lectures/Work Shops/ Certification/Value Added course for students - Once in semester

Review on students Technical Paper Publication in Journals/Technical Events - Once in year Review on Conduct of Activities by Professional Bodies - Twice in year

### **Extra-Curricular Level**

Review on Student participation in Art/Literary/ Cultural Activities - Once in Year

Review of Student participation in Sports & Games - Once in year

Review of Student participation in NSS activities - Once in year

Organisation level Review on attainment of Cos, POs and PSOs - Once in year

Review on ICT / Laboratory facilities - Once in year

Review on Best practices/Innovation/ product Development - Once in year

Review on Faculty Development Programs conducted/attended - Twice in year

Review on Budget planning & utilization - Once in year



Review on finance audit - Once in year

A few of the incremental increments include

- Value-added courses for the students
- Structured online feedback
- Transformation of classroom teaching to online learning during Covid Pandemic. Reformation of CIA
- ISO Certification
- Project/ design based learning.
- Start ups
- Green campus Initiatives.

### 6.5.2

**Quality assurance initiatives of the institution include:**

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

**Response:** A. Any 4 or more of the above

<b>File Description</b>	<b>Document</b>
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## 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:**

To promote gender equity, CSB established Women Empowerment Cell. All the students are encouraged to participate in various Technical Workshops, Seminars and Smart India Hackathon without any gender discrimination. Dynamic Management is a driving force behind all the success of the Institution. Innovative approach in learning and knowledge acquisition are key factors which are implemented as Institutional Value. More than 50% of the faculty members are women who play key roles in various positions as coordinators of various club and various centre activities. Safety measures. E-Surveillance system with camera is installed throughout the campus and hostel to monitor the students and for safety purpose. Adequate security personnel are posted round the clock in the gates and inside the campus and canteen. There are separate hostels for boys and girls in the college campus with residential wardens to look after all the needs of the students The hostel has pre-defined policy for hostelers availing leave during the hostel stay. CSSB has very good counseling System. CSB has 18:1 student faculty ratio to counsel students. The girl students can contact their counsellor for any counseling support. The time table has a counseling period. Apart from counsellor, general counseling is arranged for students every semester and a lady counsellor is appointed as staff member to counsel the students Girl students have a common room along with girls rest room and separate room in college Health Centre. If needed students can also use hostel room with proper approval. Women Empowerment Cell aims to empower girl students and female faculty to enhance their understanding of issues related to women safety and hygiene and to make the college campus a safe place for girls and women. The cell brings advancement, development and empowerment of women through guest lectures, seminars, awareness programs and other welfare activities since its formation.

Since its establishment, institution organizes National Festivals and Birth and Death Anniversaries of great Indian Personalities. CSB celebrates these events with great enthusiasm to commemorate the ideology of nationalism and to pay tribute to our great National Leaders. Events & Festivals. Gandhi Jyanti is celebrated every year on 2nd October to understand the ideology of our great leader Mahatma Gandhi. The college celebrates International Yoga day on 21st of June every year by conducting a camp or workshop on how Yoga embodies unity of mind and body. Keeping its Indian values intact, the college imparts right kind of education based on moral values and ethics which makes our students responsible global citizens. 15th August Independence day is celebrated every year with patriotic fervor. The air is filled with patriotic feelings that emit from various songs aired on the campus radio. The programme consists of patriotic songs sung by students and speeches eulogizing the great sacrifices made by our freedom fighters.

<b>File Description</b>	<b>Document</b>
Provide Link for Additional information	<a href="#">View Document</a>

### 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

<b>File Description</b>	<b>Document</b>
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

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

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 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 diverse country in the universe. Students will remember an important day only if they are told what the occasion signifies. Celebrating events and festivals in our college has become an integral part of learning and building a strong cultural belief. These celebrations bring the students closer to each other's traditions and cultural beliefs and develop respect and understanding for each other's customs and traditions. There are three types of celebrations, namely seasonal, national and religious. The objectives of celebrating these festivals are: National festivals will heighten the patriotic spirits in students, enabling them to grow into better citizens. Celebrating a seasonal festival changes student's attitude towards mother earth and nature. Religious festivals teach students about the importance of family, tradition and values. It gives an insight into the culture and its principles. International festivals will create an increased cheerful ambiance and deepen the bonds with other races. In order to attain the above mentioned objectives, CSB Jhanjeri provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socio economic and other diversities. Different sports and cultural activities organized inside the college promote harmony towards each other. India is a diverse country where people belonging to various cultural backgrounds reside. Therefore, all through the year, our college witnesses a variety of festivals and occasions. Few celebrations are: Gandhi Jyanti Celebration: This day is celebrated as the "International Day of Non violence" in world wide. The main objective of celebrating this day is to remember the man who showed the world that nonviolence is an effective and lasting way of defeating injustice. He is a great inspiration of truly embodying the principles of tolerance and peace. Communal and Socio-Economic Diversities: The college encourages self-help and local non-profit organizations to set up booths on the campus grounds. The college runs distinctive events like rallies to support an environment that unites the diverse student populations. Every year, a blood donation drive is held, and the blood that is collected is then delivered to the local hospitals and blood banks. CSSB offers free medical camps to all stakeholders as well as neighbouring villages. CSB along with Majra Dispensary organized a Covid Vaccination Drive camp in the college premises and in the government primary health centre. Foreign-born students can stay in separate floor in the hostel, that is available. To meet their demands, Food festivals are arranged and continental and Chinese foods are included in the canteen menu. Foreigners receive special consideration and guidance. NSS volunteers collect groceries and clothes during Diwali to cater the needs of poor people and celebrate in old age homes. The NSS conducts tree plantations, temple pond cleaning in the local area and plastic cleaning activities. Safety Aid Programmes are conducted for bus drivers, students, teaching and nonteachning staff members. Health awareness camps and seminars, road safety awareness camp, green and energy initiative awareness rallies are conducted by NSS .

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

7.2.1

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

**Response:**

**Best Practice - I**

1	<b>Title of the Practice</b>	<b>Academic Preview and Academic Review</b>
2	<b>Goal</b>	<p><b>Academic Preview:</b></p> <ul style="list-style-type: none"> <li>• To assess the academic preparedness of faculty for effective curriculum delivery. (Plan)</li> <li>• To verify and validate components of Academic Administration Plan (AAP), and ensure its completeness by a panel of experts.</li> </ul> <p><b>Academic Review:</b></p> <ul style="list-style-type: none"> <li>• To verify the Course Files compiled by faculty members for their respective courses. (Do &amp; Check)</li> <li>• To assess the proper implementation of AAP, to suggest remedial actions and corrective measures if any. (Check &amp; Act)</li> </ul>
3	<b>The Context</b>	<p>Academic planning and preparation is meticulously monitored (Academic Preview) and its efficiency is checked and quantified in a well-defined process (Academic Review).</p> <ul style="list-style-type: none"> <li>• Academic Preview and Review are uniquely</li> </ul>

		<p>designed to meet the Institute's requirements to ensure quality education.</p> <ul style="list-style-type: none"> <li>• Development of systematic mechanism for compliance is achieved through the Preview/Review Processes.</li> </ul>
4	<b>The Practice</b>	<p>We believe in this philosophy and has therefore initiated Academic Preview and Review Processes in 2020-21 during Covid Pandemic to help set benchmarks for quality professional education and to streamline curriculum delivery.</p> <p>CSB Preview and Review Processes are strategically designed in terms of planning, implementation and their continuous improvement.</p> <p><b>Academic Preview:</b></p> <p>As "Well begun is half done", CSB has introduced Academic Preview which contributes to meticulous planning and use of appropriate academic resources for effective course delivery. It is carried out in three stages:</p> <p>Stage 1: Faculty prepares all documents as per check list provided by IQAC</p> <p>Stage 2: Faculty then submits action plan for curriculum implementation and to address gap.</p> <p>Stage 3: HOD verifies and validates the academic preparedness and prepares annual academic activity calender.</p> <p><b>Academic Review:</b></p>

		<p>Academic Review is an evaluation of the implementation of AAP. Faculty appears for the Review process with respective Course File that contains well-documented proofs of all predefined items along with duly filled in formats circulated by IQAC. It is carried out in three stages:</p> <p>Stage 1: Faculty submits standardized self-evaluated Review form to HOD. HOD validate the information at the Department level and the same is forwarded to the IQAC</p> <p>Stage 2: The IQAC Audit team verifies the contents in the Review Form, Course File, Lab Manuals based on guidelines.</p> <p>Stage 3: Report is submitted to the Principal and feedback is communicated to the faculty.</p>
5	<b>Evidence of success</b>	<p>Academic Preview and Review are successful endeavours at lead to curriculum enrichment. Implementation of Preview and Review processes has brought in significant positive changes in performance in the following areas:</p> <ul style="list-style-type: none"> <li>• Innovative teaching learning styles</li> <li>• Development of E-learning resources</li> <li>• Good Results and Academic Ambiance</li> </ul>
6	<b>Problems Encountered and Resources Required</b>	<ul style="list-style-type: none"> <li>• Designing and developing of Academic Preview and Review process –identifying parameters, assigning weightages and deciding the marking scheme.</li> </ul>

**Best Practice - II**

1	<b>Title of the Practice</b>	Creation of Awareness among Faculty and students about their social responsibility.
2	<b>Goal</b>	To develop ethical and moral values among Faculty and students. To create harmony and peace among the Faculties and students and non-technical staff. To develop emotional quotient and spiritual quotient along with intelligent quotient.
3	<b>The Context</b>	To develop society, the institute has decided to create engineers having social, ethical and moral values. The need of the society today is to develop budding professionals having research mindset, ethical values and entrepreneurship skill. The young generation is very volatile and it is the necessary to bring awareness among them regarding their social responsibilities.
4	<b>The Practice</b>	<p><b>National Service Scheme (NSS):</b> The NSS has carried out various activities like SDRF camp for life saving activities and unforeseen pandemic situations, SDRF scamp for students and faculty, Camps for Sapling Plantation, Awareness programs like Mask Awareness, Cleaning Awareness, Vaccination Awareness, field works for Grocery distribution were conducted. NSS volunteers have organized an Yoga Programme to inculcate the importance of Yoga to maintain healthy life among the school students and have themselves involved in the “Drug addiction” Awareness Programme”.</p> <p><b>National Cadet Corps (NCC):</b> The NCC club arranges camps for Blood Donation. Every year various activities were conducted to promote Swatch Bharat</p>



		Mission, Camps. Various activities were conducted to nurture and teach the importance of environment to students. Traffic awareness rally are observed every year.
5	<b>Evidence of success</b>	By organizing blood donation camp, tree plantation, save girl rally etc., community activity is promoted in the neighbourhood of the institution. NCC activities also give the social ethical awareness among students. 195 cadets appeared in Certificate examination and more than eight has been selected in Army and Navy
6	<b>Problems Encountered and Resources Required</b>	Going to the villages and convinced them that the institute is working for their betterment is a herculean task.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>

## 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:**

In pursuance of its Vision and Mission, the Institute seeks to be a truly global Institute of higher learning, where national and international students from diverse socio-cultural and ethnic background live in total harmony with an outlook that is inclusive and traverses beyond boundaries, promoting the global communities as brand ambassadors of our Institute . Right from its inception, the Institute has followed a conscious policy of seamlessly integrating a wide spectrum of students from the different cultures across the country and globe. This kind of diversity amongst students on the campus has inevitably thrown up new challenges involving promotion of equality and brotherhood amongst students without any prejudice to their gender, socio-economic, and cultural-racial background. The task is more daunting in view of the fact that a sizeable section of the students is a first-generation learner and many of whom suffer

challenges of their own kind. Further, the inclusive environment that the Institute seeks to build on the campus aims to mitigate against any pre-conceived notion of local vs. global.

A multi-cultural inclusive environment has been created where there is tolerance of each other's perspective, more so harmony despite regional, cultural, linguistic, socio-economic, and other divides. Given the gender diversity obtaining on the campus, with female and male ratio of 36:64 among students and 61:39 among staff. the Institute follows an inclusive policy that is specifically geared against discrimination or harassment of women, but also that of building up a culture that celebrates womanhood. The Institute has zero tolerance policy in this regard and the administration deals with the complaints, if any, swiftly. It also undertakes numerous gender sensitization programmes and theme-based skits. The girl students are encouraged to participate in NCC in a big way, and they have won several rewards and recognitions.

Another aspect that propelled the Institute's vision is the advent of globalization where the work environment is increasingly becoming multi-cultural, with human resources from diverse background, performing in the cross-cultural environment. The Institute set up an Department of International Affairs(DIA). in its formative years itself which works relentlessly to elevate Institute's global engagement, develop strong and sustainable partnership with academic institutions, industry, consultants, students and alumni. The DIA has established regional offices/ authorized counselling centers in Nepal, Tanzania, Nigeria, , etc. to facilitate students and make the admission process smooth. Institute has signed MoUs with many universities/institutions across the world.

Diversity of ethnicity, in terms of food habits, dress, faith & worship, and other elements of lifestyle are major cultural issues which require sensitive handling. The Institute lays special emphasis on the inclusion of foreign students in the mainstream of campus life in order to give them a feeling of "home away from home". International students participate in Indian festival events and share the memories/ethos of their own cultures. The Institute takes special care to secure an invigorating environment for this heterogeneous community. The Institute hosts a large number of students from the North Eastern Region and the J&K, enriching the cultural panorama that the Institute offers to any discerning visitor. In fact, the efforts of the Institute to host students from such regions contribute towards bringing these states to the national mainstream. During the North-East Cultural Meets, eye riveting cultural events, blending dance, music, creativity and art are organized by the students from the States like Arunachal Pradesh, Assam, Manipur, Mizoram and Nagaland, which help build a unified national ethos.

One major constraint in the management of diversity comes from the varied nature of the educational competencies of students coming from different countries, which is sought to be handled through a 'best-fit' curriculum. To cope with the slow learners, the Institute takes extra care where such students are mentored on regular basis by faculty/allocated peer mentors and, if necessary, extra classes are conducted. Orientation programmes are also conducted to help students familiarize with the campus facilities and the teaching learning processes. Another challenge to successfully manage the diversity comes in the form of a varying level of understanding of English language, which is sought to be addressed to by providing short duration courses in functional English and other soft-skills development programmes by CCPD as well as the faculty members.

There is a full-fledged Diversity Club, which serves to sensitize student population from various social backgrounds and cultures to develop creative leadership, raise their awareness of the diversity issues across the spectrum. The Club also organizes programs customized to the socio-cultural needs of foreign

students and recently celebrated ‘International Mother Language Day’ where the students showcased their respective cultures in the form of dance, music, poetry in their mother tongue along with the translation in English, clearly bringing out unity in diversity. There are facilitation cells to handle the issues relating to international and national students. Institute is continuously addressing to diversity, inclusiveness and engagement to make the campus truly a vibrant one, with students living in harmony and peace.

<b>File Description</b>	<b>Document</b>
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

#### .....AN INSTITUTE WITH A DIFFERENCE.....

- Where we believe that education should stimulate the minds of the young and inflame their intellect.
- Where global citizens of tomorrow are groomed by dedicated and trained faculty.
- Where the focus is on teaching not just to make a living but how to make a life.
- Where there is symbiosis of technological development and human values.
- Consistent institutional growth with respect to student intake, faculty, infrastructural, facilities, etc. Students performance at university examination.
- Campus placement for eligible students.
- Increase in number of students planning for higher studies.
- Organization of successful national and international level events.
- Conduct of university curriculum with full effectiveness and performance monitoring.
- Mock test to boost confidence and performance in campus placement.
- Emphasis on extra-curricular and co-curricular activities for overall growth of personality.

### Concluding Remarks :

Right from its inception, the Institution has grown leaps and bounds both in its size as well as stature till this day and promises to continue in its progressive mode of placing at the hands of our nation , Engineers with knowledge, skill as well as human values. The Institution has been constantly refining its focus as well as modus operandi in achieving the Vision it has set for itself. The descriptive summaries and the accompanying data under each criterion are a proof of the sincere efforts of the Institution in this direction. It is a firm belief as well as the perception of the Management of this Institution that the growth in infrastructure, academics, research, co-curricular and extracurricular activities, activities on social and national issues for creating awareness as well as mitigating the problems, contributions in terms of activities of relevance to local community around the Institution - have all been in keeping with the expectations of NAAC - a wing of the UGC, highly relevant to the present-day educational scenario in the country.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
3.3.2	<p><b>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</b></p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1132</td> <td>1</td> <td>5</td> <td>4</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1132</td> <td>1</td> <td>5</td> <td>4</td> <td>5</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	1132	1	5	4	5	2021-22	2020-21	2019-20	2018-19	2017-18	1132	1	5	4	5
2021-22	2020-21	2019-20	2018-19	2017-18																	
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2021-22	2020-21	2019-20	2018-19	2017-18																	
1132	1	5	4	5																	
3.4.3	<p><b><i>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.</i></b></p> <p><b>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</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>11</td> <td>9</td> <td>10</td> <td>11</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>9</td> <td>8</td> <td>8</td> <td>9</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	10	11	9	10	11	2021-22	2020-21	2019-20	2018-19	2017-18	8	9	8	8	9
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2021-22	2020-21	2019-20	2018-19	2017-18																	
8	9	8	8	9																	
3.5.1	<p><b><i>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.</i></b></p> <p>Answer before DVV Verification : 48 Answer After DVV Verification :46</p>																				

### 2.Extended Profile Deviations

Extended Profile Deviations
No Deviations