# SELF STUDY REPORT

## FOR

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

# M P NACHIMUTHU M JAGANATHAN ENGINEERING COLLEGE

SUDHANANDHEN KALVI NAGAR CHENNIMALAI
638112
www.mpnmjec.ac.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**April  2024**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

M.P.Nachimuthu M.Jaganathan Engineering College has been founded by "Nesavalar Nesan" "Udayog Rattan" Thiru. J.Sudhanandhen who felt the need for an apex academic and professional educational institution committed to delivering value based education. His noble aim was to provide technical education for the economically backward students.. He wanted to provide opportunities for the students for whom professional education is a dream. He strongly believed that without education the progress of society is impossible. In the year 1984 it floated as a polytechnic college and in 2001 it was upgraded to an engineering college with all the five courses that already existed. A small milestone that marked the beginning of a long sail on the ocean of education, with innovation at every step along the way.

The college is located in the textile city of Erode along Erode – Chennimalai state highways, 15 km from Erode. It is affiliated to Anna University, Chennai and approved by All India Council for Technical Education, New Delhi, Govt. of India. The college has been awarded with ISO 9001-2015 certificate. It attained recognition of college under section 2(f) and 12(B)of the UGC Act, 1956 on 21st March , 2017.

The institution, which began with 5 UG programme in engineering discipline, has grown to offer 6 UG (B.E., – CIVIL, CSE, EEE, ECE & Mechanical, and B. Tech – IT), 5 PG( M.E., – CSE, CAD/CAM, Power system,VLSI, Structural Engineering) programmes in engineering , PG programmes in business administration (MBA) and PG programme in computer applications (MCA). The institute is also privileged to be vested with the MHRD's Institution Innovation Council (IIC). Applying for NAAC accreditation was a gratifying and educational experience.

M.P.Nachimuthu M.Jaganathan Engineering College is an institution with academic excellence and was constituted with the goal of providing technical education of high caliber to the students' community coming from rural areas longing for higher education in engineering. The students have the benefit of complete flexibility and freedom and are benefitted by the expertise, courses of study and infrastructure available. The Institution promotes measures for Institutional functioning towards quality enhancement through good culture and best practices.

The fees payments are to be supported on the digital platform for the students. To minimize the use of paper and time we rely on Enterprise Resource Planning software (ERP). We have enabled GPS tracking systems in our college buses so that the students track the conveyance and to ensure the safety and security of girl students.

Our institution is a member of National Digital Library of India (NDLI) and Developing Library Network (DELNET) which gives access to faculty members and students to view e-books and get the books to improve their teaching and learning processes.

The management has implemented rainwater harvesting system in the campus, solid waste management system (Bio Gas, Paper) and proper disposing of e-waste.

**Vision**

To be a pioneer technical institution in providing cutting edge technology and scientific research for socio-economic development of the country.

**Mission**

- To nurture outstanding talents, skills and holistic personalities among the learners through innovative teaching learning methodologies and providing industrial exposure.
- To provide good infrastructure and support for continuous improvement of research,consultancy and entrepreneurial activities.
- To inculcate ethical principles and human values to fulfill the societal and industrial needs.

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

**Institutional Strength**

- Harmonious relationships between members of the college administration, staff, students and parents
- Focused by our mission statement of imparting knowledge to all.
- The institution has well-furnished and well equipped infrastructure.
- All UG and 3 PG courses have permanent affiliation.
- Good faculty retention.
- Faculty members strongly believe in lifelong learning.
- Active career and placement department and professional advisor to support students.
- Outstanding performance in sports.
- Wide range of extracurricular and co-curricular activities offered.
- Analysis of student feedback and use to improve all processes.
- The teaching-learning process is facilitated by ICT.
- Consideration and facilities for Divyaangajan.
- Gender-friendly premises.
- Vibrant IQAC members.
- Supply of RO water.
- Community services are taken up through the National Service Scheme, Youth Red Cross.
- CCTV surveillance is made throughout the campus.
- Skill development programmes (Naan Mudhalvan, Nallaiya Thiran, Hackathon) are available to students beginning in their first year.
- MOUs with Industry for curriculum enrichment, FDPS and Students Training Program.
- Conducive environment for women and ragging-free Campus
- Provide Transport facility to nearby districts, towns and villages.

**Institutional Weakness**

- The Institute is located in a rural area, which poses certain limitations.The socioeconomic status of the parents is below average.
- Students come from rural areas, they find communicating in English is an immense task, which

becomes a downfall for placement record.
- Number of research publications by faculty members need to be increased.


## Institutional Opportunity

- Students with merit talent are enticed to take advantage of free education programme.
- Students self-learning are enhanced through NPTEL, Naan Mudalvan, Nalaiya thiran courses.
- Value added courses allow the students to enhance their technical skills.
- Tapping the alumni resources for improving employability of students.
- Signing MoUs with nearby companies on products and services.


## Institutional Challenge

- Entry of more colleges with automomous status in the same region.
- Drop in the admission of creamy layer of students to the programmes.
- Students from rural background face difficulty in writing and communicating in English.
- Tie up with more industries for enhancing consultancy activities and collaboration.
- Changing admissions landscape in the engineering discipline as a result of the proliferation of other professional programmes.


# 1.3 CRITERIA WISE SUMMARY

## Curricular Aspects

The M.P.Nachimuthu M.Jaganathan Engineering College started in 2001, situated on the Erode – Chennimalai State highway, Erode. Our institution is permanently affiliated with Anna University, Chennai, and approved by AICTE, New Delhi. All courses strictly adhere to the university regulations, curriculum, and syllabi, ensuring effective implementation. The Choice-Based Credit System (CBCS) and syllabus framed by the Syllabus Committee, Board of Studies of Anna University, Chennai, are followed in every course.

Based on the academic schedule given by University, academic calendar is prepared by the institution comprising of various activities such as schedule of internal assessment tests, last working day and commencement of end semester examination so that a teacher can plan their co-curricular work accordingly and make the students prepared for examination to enhance social skill with learning skill. Students are motivated to participate in technical events, such as paper presentations, project presentations, hackathons, quizzes, and design challenges which create a happy learning environment. To add to curricular activities, various certificate courses, Guest lectures, Inplant training, Internship and value-added courses are arranged to make the students develop knowledge and skill and be industry ready. The Skill development initiatives finds a new significance and focus on the National Education Policy (NEP 2020) by the Government of India, and paves the way for building a strong and progressive nation.

Curriculum integrates cross-cutting issues, such as gender equality, human values, professional ethics, environment and sustainability in the core courses. Analytical and aptitude training classes are conducted to ensure better placement opportunities. We collect feedback on the curriculum from various stakeholders, such as students, faculty, employers, and alumni. The feedbacks are analyzed, and the recommended actions are

informed to the concern individuals. The curricular gaps are identified and is communicated to University.

## Teaching-learning and Evaluation

The M.P.Nachimuthu M.Jaganathan Engineering College follows the rules of Directorate of Technical Education, Tamil Nadu and the Single Window Counselling system of Anna University for the admission Process. Reservation Policy for admission is 69% as per the Gazette Notification of the Government of Tamil Nadu.

The young engineers entering the first year are refreshed by three week students' induction programme that helps the students to familiarize with the institutional atmosphere, human values, courses, infrastructure, teaching strategies, curriculum, syllabus, evaluation systems, and practices of the college. The students are trained from first year through Practical learning.

The Students are taught well with the usage of ICT tools, Work Sheets, Handouts, Manuals and study materials. Importance is given to experiential and practical learning initiatives. Mentor mentee system for nurturing students' minds ensures an effective learning.

The internal evaluation process is very much transparent through a centralized exam cell with a team of exam cell coordinators from each department. The External Evaluation is through Anna University and the mechanism is administered through COE Portal which provides more transparency of the process. Both internal and external evaluation has a mechanism to address the grievances reported by the students.

Class committee meetings are conducted by the chairpersons and the grievances if any reported are addressed then and there. PO's/CO's attainment are ensured and gap identified in the attainment is addressed properly through remedial initiatives. The pass percentage of students is remarkable at M.P.Nachimuthu M.Jaganathan Engineering College. The student feedback received at the end of every semester helps to identify the strength and areas for continuous improvement in teaching learning process. Priority is given to Stake holders and the Institute Excels in Outcome Based Education.

## Research, Innovations and Extension

The college actively engaged in promotion of research activities. Research and innovation is decisive for the growth and development of the institution, especially in the field of engineering. M.P.Nachimuthu M.Jaganathan Engineering College encourages and supports the faculty members in terms of funding to pursue Ph.D. programs and publish research articles. Several workshops and seminars were organized by various departments related to Research methodology, Intellectual Property Rights (IPR), Patent Publication and Entrepreneurship development for the benefit of students and faculty members. The library provides a host of books, journals, magazines and other publications.

The faculty members are encouraged to submit proposals to government and non-government agencies for funding and consultancy. The institution has received a fund of Rs. 2.5 lakh from AICTE ,CSIR and Tamilnadu Science &Technology  to organize FDP and Conferences.

Through National Service Scheme (NSS), Women development cell, Youth Red Cross and other clubs of M.P.Nachimuthu M.Jaganathan Engineering College students are encourages in developing sensitivities

towards community issues, gender disparities, social inequality and in inculcating values and commitment to the society. It also provides students with valuable experiences and skills, such as Teamwork, Communication, Problem Solving and Leadership. Student volunteers actively involved in cleanliness drives through Swachh Bharat Abhiyan scheme in adapted villages, Helmet awareness rally, Drug awareness program.

The MOU's between M.P.Nachimuthu M.Jaganathan Engineering College and various industries are a great way to bridge the gap between academics and industry. Students have benefited from Industrial Projects, Internship trainings and industrial visits.

## Infrastructure and Learning Resources

The M.P.Nachimuthu M.Jaganathan Engineering College campus spreads across 22.71 acres with an excellent infrastructure such as state-of-the-art laboratories, 38 classrooms, projectors in ICT enabled class rooms, seminar halls, a well-stocked library with text books, Reference Books, e-Books, Journals, Magazines, e-Journals, Project Reports, CD's, Back Volumes, Question Banks, NPTEL Videos and DELNET. A spacious playground with football field, hockey field, cricket field, kabaddi court, basketball court, Volley ball court, Kho Kho court, ball badminton court. The students enjoy the Indoor game facilities like table tennis, Carom and chess. The institution also has a Yoga center, 16 station and 6 station gym. The Campus Training and Placement Cell impart soft skill and technical training to the students. The Institution has 425 computer systems in the ratio of 1:1and 5 higher end server with high-speed Wi-Fi connectivity with an internet speed of 90 mbps. The institution has other facilities such as a Powerhouse, an RO water plant, Dispensary, Driving school, and canteen. There are 03 academic buildings, 1 hostel for male students, and 1 for female students. Transport facility is provided with the help of 11 buses.

## Student Support and Progression

Student Support and Progression highlights about the effort of the institution in provide necessary support in terms of finance and for the career development of the student. Category wise government and non-government scholarships like BC, MBC, DNC, FG, and SC/ST are provided. The institution gives support to students by full and partial fee waiver for single parent children, economically deprived students, families with two or more girl child, sports students, weaver's children, Government school students and toppers. The Institution also offers merit scholarship to other meritorious students.

The institution organizes and conducts soft skills and Life skill programme like english communication skills, yoga, health and hygiene. Software training is conducted to learn and update latest software's in the field apart from that given in their curriculum. The Institution also offers coaching for competitive examinations and many other programmes towards career counseling. Free training and coaching for interested students is arranged to appear for competitive examinations The Institution has a vibrant Placement Cell which organizes several programme towards students carrier development.

Several co-curricular, extracurricular and sports activities are being conducted to facilitate holistic development of the students personality and grow as a socially matured individual. Students interested in sports are given regular practice through physical education department to excel in tournaments both university /state/national levels. Sports cater to the student's personal values like leadership, friendliness, sportsmanship and Cultural Committee celebration of togetherness.

The institution has different committees like Anti-Sexual Harassment Cell, Anti-Ragging, Grievance Redressal, etc to address the student's issues. The Anti-Ragging Committee ensures a ragging-free campus. Anti-ragging squad members used to visit college spots and hostel to monitor. The rules and regulations for anti-ragging are displayed in different places along with contact numbers. An online grievance form is available in the college website. Grievance box is placed in college for collecting student's grievance. The grievance committee looks for a speedy resolution of the same.

The Institution has an active Alumni Association . The alumni contribute both financial and non-financial support to the Institution. Alumni are invited as guest and resource persons to share their experience, ideas and approaching companies for placement with their juniors.

## Governance, Leadership and Management

M.P.Nachimuthu M.Jaganathan Engineering College was instituted with a clear vision and objective of providing futuristic education with holistic and scholastic learning. The Institution has a long term strategic perspective plan as well as an Annual Strategic Perspective Plan for continuous improvement that aligns with its vision and mission and core values.

The institution has a strong leadership structure that has well defined academic policies, rules, and regulations for its different programs. Periodic external and internal financial audits are conducted, which help to develop strategies based on the audit report. The Management practices decentralized organizational structure by involving the Principal, Heads of Departments, Faculty members, Non-teaching Staff and Student Representatives in decision making and implementation of various policy matters. Institution has implemented e-governance in the all the areas of administration, examination process and academics.

The institution is administered by Governing Council and entrenched Internal Quality Assurance Cell (IQAC) which is taking care of all governance of the institute in various functional levels. Internal Quality Assurance Cell (IQAC) conducts periodic meetings to review and monitor the academic and administrative audit. The institution provides financial support for faculty members to attend conferences/workshops, and professional development, administrative training programs for teaching/non-teaching staff. Faculty performance appraisal is done annually to review performance and development.

## Institutional Values and Best Practices

The Institutional Values and Best Practices of M.P.Nachimuthu M.Jaganathan Engineering maintains high standard on its supremacy over values and practices by creating women's development cell, Gender clubs and forming Women's care. It gives energy for women to contribute and grow by providing opportunities in administrative and academic responsibilities. The most noticeable values and practices are:

- Refresher and other trainings on gender issues, human rights, and legal awareness conducted benefitting the students.
- Celebrating important days as, Republic day, Independence Day, religious festivals and regional festival for the well-being of students.
- Induction programme for first year students on community involvement, inter-personal communication, career guidance, human values, socio economic values, rights, duties and responsibilities.

07-08-2024 03:29:24

The institution takes necessary action and adopts environmental practices. The Institution has good number of trees and adopts the best promising steps for managing solid wastes, liquid wastes, and e wastes in-line with Green Campus Policy. The Institution initiates energy conservation measures like motion sensor based solar street lamps, bio gas plant, automatic street light controller, automatic water level controller, rain water harvesting, RO Plant, and use of LED bulbs and equipment used for power efficiency. The institution has taken steps to reduce the usage of plastic in the campus.

The Institution has provision for ramp facility, washroom facility and counseling facility for the divyangjan students.

The institution enlightens the students with Skill Development Training programme such as workshops, seminars and guest lectures conducted by industry experts. To encourage students the institution provides full and partial fee waiver for single parent student, weavers children, economically deprived students, families with two or more girl child, sports students, Government school students and toppers.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
|---|---|
| Name | M P NACHIMUTHU M JAGANATHAN ENGINEERING COLLEGE |
| Address | Sudhanandhen Kalvi Nagar Chennimalai |
| City | Erode |
| State | Tamil Nadu |
| Pin | 638112 |
| Website | [www.mpnmjec.ac.in](www.mpnmjec.ac.in) |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | M Ramesh | 04294-250220 | 9443023112 | 04294-250219 | mpnmjec@mpnmjec.ac.in |
| Associate Professor | P Joseph | 04294-250242 | 9842251279 | 04294-250219 | hodsh@mpnmjec.ac.in |

| Status of the Institution | |
|---|---|
| Institution Status | Self Financing |

| Type of Institution | |
|---|---|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|---|---|
| If it is a recognized minroity institution | No |

| Establishment Details |
|---|
|  |

07-08-2024 03:29:24

| State | University name | Document |
|---|---|---|
| Tamil Nadu | Anna University | [View Document](#) |

**Details of UGC recognition**

| Under Section | Date | View Document |
|---|---|---|
| 2f of UGC | 21-03-2017 | [View Document](#) |
| 12B of UGC | 21-03-2017 | [View Document](#) |

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
|---|---|---|---|---|
| AICTE | [View Document](#) | 15-05-2023 | 12 | |

**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 | Sudhanandhen Kalvi Nagar Chennimalai | Rural | 22.71 | 23507 |

# 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---|---|---|---|---|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BE,Civil Engineering,Civil Engineering | 48 | HSC | English | 30 | 1 |
| UG | BE,Computer Science And Engineering,Computer Science and Engineering | 48 | HSC | English | 60 | 52 |
| UG | BE,Electrical And Electronics Engineering,Electrical and Electronics Engineering | 48 | HSC | English | 60 | 24 |
| UG | BTech,Information Technology,Information Technology | 48 | HSC | English | 60 | 58 |
| UG | BE,Mechanical Engineering,Mechanical Engineering | 48 | HSC | English | 60 | 12 |
| UG | BE,Electronics And Communication Engineering,Electronics and Communication Engineering | 48 | HSC | English | 60 | 44 |
| PG | ME,Civil Engineering,Structural Engineering | 24 | BE | English | 18 | 4 |

| PG | ME,Computer Science And Engineering,Computer Science and Engineering | 24 | BE | English | 9 | 3 |
|----|----|----|----|----|----|----|
| PG | ME,Electrical And Electronics Engineering,Power Systems Engineering | 24 | BE | English | 18 | 1 |
| PG | ME,Mechanical Engineering,CAD CAM | 24 | BE | English | 18 | 1 |
| PG | ME,Electronics And Communication Engineering,VLSI Design | 24 | BE | English | 18 | 0 |
| PG | MBA,Master Of Business Administration,Master of Business Administration | 24 | UG | English | 60 | 52 |
| PG | MCA,Master Of Computer Applications,Master of Computer Applications | 24 | UG | English | 30 | 29 |

**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 | 9 | | | | 11 | | | | 79 | | | |
| Recruited | 7 | 2 | 0 | 9 | 8 | 3 | 0 | 11 | 39 | 40 | 0 | 79 |
| 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 | | | | 12 |
| Recruited | 7 | 5 | 0 | 12 |
| Yet to Recruit | | | | 0 |

07-08-2024 03:29:24

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

**Qualification Details of the Teaching Staff**

| Permanent Teachers | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 7 | 2 | 0 | 2 | 2 | 0 | 1 | 0 | 0 | 14 |
| M.Phil. | 0 | 0 | 0 | 2 | 1 | 0 | 3 | 10 | 0 | 16 |
| PG | 0 | 0 | 0 | 4 | 0 | 0 | 35 | 30 | 0 | 69 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

07-08-2024 03:29:24

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

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

| Details of Visting/Guest Faculties | | | | |
|---|---|---|---|---|
| **Number of Visiting/Guest Faculty engaged with the college?** | **Male** | **Female** | **Others** | **Total** |
| | 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 | 116 | 0 | 0 | 0 | 116 |
| | Female | 75 | 0 | 0 | 0 | 75 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 43 | 2 | 0 | 0 | 45 |
| | Female | 45 | 0 | 0 | 0 | 45 |
| | 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 | 34 | 44 | 18 | 18 |
| | Female | 26 | 26 | 22 | 15 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 2 | 1 | 0 |
| | Female | 0 | 0 | 1 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 136 | 110 | 79 | 81 |
| | Female | 82 | 59 | 59 | 35 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 4 | 1 | 2 | 5 |
| | Female | 1 | 3 | 0 | 5 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 283 | 245 | 182 | 159 |

**Institutional preparedness for NEP**

| | |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | M.P.Nachimuthu M.Jaganathan Engineeirng College being an affiliated college under Anna University, it follows the procedures framed by the University. The multidisciplinary in learning promotes the flexibility in facilitating lifelong learning among the students. Choice Based Credit System (CBCS) is followed and all the courses have specific credits. The courses are designated as Core, Professional Elective, Open Elective, Skill-Based, or Value-Based. Experiential learning is incorporated into almost all PG and UG programmes in the form of projects, field trips, study tours, and internships. Students are permitted to learn online courses offered through various online platforms. To enrich environmental awareness among the students' courses related to environment such as Waste Water Management, Environmental Science, Disaster Management, Pollution and its Management etc. are introduced. Courses on Value Education focusing on human and life values, Professional Ethics are included in the curriculum. Each programme offers a non-major elective course where students can choose a course to expose them to a multidisciplinary education in a different domain. Students are also provided with sufficient awareness about societal challenges though various outreach activities. Many students presented their innovative ideas in Hackathons. The scope of various programmes and the specific objectives of various courses ensure holistic development of the students. |
| 2. Academic bank of credits (ABC): | M.P.Nachimuthu M.Jaganathan Engineeirng College is a non-autonomous institution and affiliated to Anna University, Chennai. The institution will follow the procedures outlined and prescribed by the affiliating university. Institution optimistic that the fourth coming year Academic Bank of Credit (ABC) will be able to implement for greater interest of the students. Students are encouraged to enroll in and complete courses under the Ministry of Human Resource Development (MHRD) like SWAYAM, NPTEL, etc. for added credits. Our college encourages its faculty to make insightful recommendations for developing the curriculum. In teaching learning the faculty members have the freedom to access other books with topics related syllabi and recent updates. |
| 3. Skill development: | The institution has seen numerous teaching and |

| | learning process phases throughout its academic career. The programmes are designed to provide learners with the necessary skills to confidently handle their most important milestones. The institute has an established Placement and training cell which actively participates to strengthen the current trends required in industry. The Institution is conducting the skill courses as designed by affiliating university from Semester III in various programs. Curriculum includes courses which integrate crosscutting issues relevant to Professional Ethics, Human Values, Environment and Sustainability. Final year students are encouraged and motivated to take up project works related to societal problems. Through the student induction programme (SIP), technical talks on universal human values (UHV) and professional ethics are delivered to build the value education among the first year students. Students of the Institute are motivated to participate in AICTE's Smart India Hackathon competition. Institute has signed MOUs with industries. Though these MOUs industrial visits, technical talks, workshops, hands-on-training, internship are conducted to enhance skill level of students. To encourage national integration, significant days and events are observed, such as Republic Day, Independence Day, Voter's Day, Environment Day etc. Programs on life skills, such as yoga, meditation, women's safety, health and hygiene, etc., are planned. In the future, the institution looks forward to implementing additional skill development programmes. |
|---|---|
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | The NEP, 2020 recognizes the rich heritage of ancient and eternal Indian knowledge and thought as a guiding principle. It is important that we regain the comprehensive knowledge system of our heritage and demonstrate the 'Indian way' of doing things to the world. M.P.Nachimuthu M.Jaganathan Engineeirng College promotes our Indian culture and history by organizing events and including session in students induction programme. The institution celebrates different festivels to inculcate other Indian state cultures into our students to keep them aware of their traditions. The Institution uses bilingual way of teaching and delivery to make the rural students understand better. The university has introduced two new course "Scientific Thoughts in Tamil "and Heritage of Tamil" which can make the students to |

| | understand our culture better. |
|---|---|
| 5. Focus on Outcome based education (OBE): | The institution follows the guidelines as and when directed by Anna university. The Choice Based Credit System (CBCS) is introduced for all the UG and PG programmes. The objective of competency based education will focus on an integration of outcome goals in terms of specific skills, instructional experiences to teach the outcomes and assessment process. A variety of approaches in teaching Learning process like lectures, seminars, tutorials / workshop / practical and project-based learning field work, technology enabled learning internship and apprenticeship and research work is already suggested and Institute is implementing it wherever possible. All the programmes are offered as outcomes-based education (OBE) which is designed keeping in mind the regional and global requirements. The Institute has implemented outcome-based education with clearly stated Programme Outcomes, Programme Specific Outcomes and Course Outcomes. All courses are designed with outcomes centered on cognitive abilities namely Remembering, Understanding, Applying, Analyzing, Evaluating and Creating. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsiveness and ethics as well as entrepreneurial skills so that student contributes proactively to economic, environmental and social well-being of the nation. |
| 6. Distance education/online education: | The institution is affiliated and non-autonomous, it provides regular programmes only. Due to recent developments in science and technology, the education sector has become entirely digital. ICT is encouraged in the teaching and learning process. The use of numerous virtual platforms for teaching and learning has been implemented. Several online teaching platforms are now widely used by the student and teacher. The college has trialed with blended learning by combining traditional physical classes with online tests, quizzes, webinars, and assignments. These efforts can be considered as the new normal, which is visualized in New Education Policy as well. |

**Institutional Initiatives for Electoral Literacy**

| | |
|---|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | The Electoral Literacy Club (ELC) has been set in our institution to sensitize the students on their electoral rights and familiarize them with the electoral process of registration and voting through a variety of activities. |
| 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? | ELC is formed by the institution, Coordinator, co-codinating faculty members are appointed by the institution.This group of members frame and carry out different activities of ELC. Mr.D.Viswanathan ASP/MCA is the Co-ordinator, Mr.K.Pravin, AP/MBA is the Assistantt Co-ordinator with faculty members and students form this club. |
| 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. | Various speeches and rallies are conducted by ELC to create awareness among the students, faculty members and public to know on their rights by participation in elections. Students take part in outreach programmes to create awareness among privileged sectors to promote them to take part in election and know their democratic rights. The club ensures hundred percent voting among college faculty members and students. |
| 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. | The ELC creates and ensures knowledge about Electronic Voting Machine. ELC with the direction from local bodies creates awareness among the public through posters, rallies and Participating campaigns. As instructed by the District Collector Officer club members participate in election registration and other activities in their respective election booths. First time votes represent their constituency needs to District Collector through letter. |
| 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. | ELC guides the students and faculty members for applying the voters ID online and its tracking. It creates awareness on the importance of voting through rallies, pledges and speech in classrooms.The club ensures voter id for all faculty members and students of age above 18 years. |

# Extended Profile

## 1 Students

**1.1**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 723 | 742 | 883 | 1252 | 1719 |

| File Description | Document |
|------------------|----------|
| Upload Supporting Document | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

## 2 Teachers

**2.1**

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

**Response: 218**

| File Description | Document |
|------------------|----------|
| Upload Supporting Document | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

**2.2**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 108 | 114 | 121 | 127 | 128 |

## 3 Institution

**3.1**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 379.25 | 299.54 | 447.27 | 489.30 | 662.40 |

| File Description | Document |
|---|---|
| Upload Supporting Document | [View Document](#) |

07-08-2024 03:29:25

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curricular Planning and Implementation

**1.1.1**

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

**Response:**

M.P.Nachimuthu M.Jaganathan Engineering College is affiliated to Anna University, Chennai, it follow the curriculum designed by the University. At the beginning of each academic year, Academic Calendar is prepared in-line with the Anna University academic schedule for effective implementation and delivery of curriculum. Following are the various means through which it executes the curriculum.

- The library is informed of required textbooks, reference books and e-journals for the forthcoming semester/academic year.
- Subjects are allocated to the faculty members based on their expertise & subject preferences by the Head of the department (HoD) and approved by the Principal.
- Class-wise time table includes time slot for Project, Seminars, Lab Hours, English Communication Hours & Library. Individual faculty time table are prepared reflecting his/her complete workload.
- Each faculty member prepares a detailed course plan including the textbook(s), reference book(s), web resource(s) and ICT tool(s) to be used for each topic. It also includes the topics to be covered beyond the curriculum which is then disseminated to the concerned students after approval of the Head of the Department.
- The Principal addresses the newly admitted students in "Induction Program". This program orients the students about: facilities and welfare schemes available, clubs & cells, code of conduct and discipline, add-on courses and extra-curricular activities.
- Internal Assessment Tests are conducted periodically and the results are discussed with the students in the class room.
- Periodical meetings of Head of the Departments are held with the Principal to take review and discuss the curriculum delivery. Intra-departmental meetings are also conducted periodically.
- Assignments, seminars and project are given to the students under the supervision of the faculty.
- Guest lectures of eminent faculty members from other institutions and MOU signed industries are arranged to give exposure of the current trends and the latest subject knowledge.
- Two internal assessment tests are conducted as per the academic calendar.
- Progress of the students is regularly communicated to their parents.
- Tutorial & remedial classes are conducted for the slow learners in each subject.
- The departments organize study tours, field project and industrial visits for students' exposure to get practical knowledge.
- Each faculty member prepares the course file which includes the time table, lecture plan, course outcomes, mapping of course outcomes with program outcomes , program specific outcomes, attainment levels and targets, corrective actions, unit wise notes, previous question papers and previous performances. After the completion of the semester, it is updated with analysis of

students' feedback, attainment of COs, POs & PSOs and justifications for non-attainment of COs, POs and PSOs (if any).

| File Description | Document |
| --- | --- |
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 92

| File Description | Document |
| --- | --- |
| List of students and the attendance sheet for the above mentioned programs | [View Document](#) |
| Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Evidence of course completion, like course completion certificate etc. Apart from the above: | [View Document](#) |

### 1.2.2

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

**Response:** 72.01

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 425 | 485 | 696 | 994 | 1230 |

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 1.3 Curriculum Enrichment

**1.3.1**

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

**Response:**

M. P. Nachimuthu M. Jaganathan Engineering College is affiliated to Anna University, Chennai, It follows the Curriculum designed by the University. Institution integrates Cross-cutting issues of the society like Moral Values, Human Values, Professional Ethics, Gender Equality and Environmental Awareness, which are inseparable part of the curriculum.

**Professional Ethics**

- Rural Development: To foster a fuller understanding of the rural life with a view to appreciate properly the constitution and economy of our country and the social forces at work.
- Agricultural Operations : To inculcate a spirit of working with one's own hands and to develop an understanding of the contribution of rural life.
- Social Service: To engender the spirit of brotherhood of man and to facilitate the establishment of equality in the society.
- Co-curricular Activities: For all-round development of personality.

**Gender**

- Gender related courses are an integral component of various programmes. Students are sensitized and encouraged to work towards gender equity from a cross-cultural perspective.
- Free counseling services are provided through a Counseling Cell &Women development cell Gender sensitization Programme are organized that include, women's rights, child rights, gender justice and gender equality.
- The college campus is secured with CCTV and high level security. There are separate Boys & Girls hostel in the campus for providing safe environment to all students.

**Human Values**

- These subjects provide free environment for inculcating values and developing ethical competence among the students. It is in response to a long- felt and urgent need to integrate value education with decision making skills in their personal, social and professional life.

- College celebrates days of National and International importance as Republic day, Women's day, Independence Day, Teacher`s day, Human Rights Day, International Yoga Day etc. These celebrations nurture the moral, ethical and social values among the students.
- Organizing blood donation camps, health check-up camps, hygiene and health workshops, cleanliness drives, workshops on social concerns, etc. are some of the examples of social development activities taken up students and faculty members.

**Environment & Sustainability**

- The Sustainable way of life that involves integration of water quality, air quality, education and healthcare, innovation and human values, skill development education by introducing UG/PG programmes in Water, Sanitation and Waste Management, Renewable Energy, Dairy Technology, Agriculture and Environmental and Green Technology.
- A core course on Environmental studies is included in all UG programmes. Environment awareness camps, seminars, workshops, guest lectures, industry visits and field excursions are organized. Environment Day, Earth Day and Water Day are annually celebrated.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

**1.3.2**

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

**Response:** 47.16

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

Response: 341

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 1.4 Feedback System

**1.4.1**

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

**Response:** C. Feedback collected and analysed

| File Description | Document |
|---|---|
| Feedback analysis report submitted to appropriate bodies | [View Document](#) |
| At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc. | [View Document](#) |
| Action taken report on the feedback analysis | [View Document](#) |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted | [View Document](#) |

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

### 2.1.1

**Enrolment percentage**

**Response:** 40.61

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 283     | 245     | 182     | 152     | 344     |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 540     | 540     | 540     | 660     | 690     |

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

### 2.1.2

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

**Response:** 50.54

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 218 | 209 | 163 | 142 | 304 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 373 | 373 | 373 | 455 | 476 |

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

## 2.2 Student Teacher Ratio

**2.2.1**

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

**Response:** 6.69

## 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:**

Student centric teaching learning process is aware of students and their needs. It focuses on the instruction, which is shifted from the teacher to the students with the end goal of developing autonomous and independent students by placing the responsibility of learning in the hands of the students. Engineering and Technology has effectively applied student-centric learning to gain Outcome-Based Education (OBE) through experimental, participative, and problem-solving methodologies.

**Experiential Learning:**

- Laboratory and workshop experiences: Faculty members explain the theory behind experiments, principles of working and the parameters to be observed in a Lab with relevant tools and equipment
- Industrial and Field visits: Industrial visits and field visits provide valuable opportunities for students to gain practical exposure to real-world scenarios, enabling them to apply their theoretical knowledge and enhance their learning experience.
- Internship and in-plant training: Internship and in-plant training are practical learning experiences that allow students to gain hands-on skills, apply theoretical knowledge to real-world situations, and explore potential career paths in a specific industry.
- Mini-projects and major projects: A mini project is a small-scale project usually done by 3rd year students to apply the concepts they learned in their coursework, while a major project is a more comprehensive and in- depth project that requires significant research, planning, and execution done by a final year student

**Participative Learning**

- The course syllabus is framed with an inbuilt lab and the topics with modern software/simulation tools.
- Value Added Courses of one credit are organized to upgrade the knowledge of students in emerging technologies.
- Course-related workshops and seminars are organized for all the students to provide hands-on training in their respective fields.
- The students are encouraged to participate in co-curricular and extracurricular activities conducted by Intra College and inter- college events.

**Problem Solving Methodologies**

- Design thinking: This is one of the core values at our institution. A problem-solving approach that involves empathy, creativity, and iteration to generate innovative solutions.
- Root cause analysis: A method of problem-solving that identifies the underlying causes of a problem to prevent its recurrence.
- Flow charts: A visual representation of a process or system that uses symbols and arrows to show the sequence of steps and decision points.
- Mind maps: A diagramming tool used to visually organize information and ideas around a central concept or theme.

**Learning through Hybrid modes**

During the pandemic, the teaching fraternity shifted from traditional physical classrooms to online platforms such as Google-Meet and Zoom, which led to the development of a digital classroom ecosystem. This allowed us to upgrade our teaching methods and provide a virtual learning environment that connects students and faculty members from their own doorsteps. The online classes have evolved into hybrid classes and are proving to be effective in delivering quality education, providing an experience similar to that of physical classes.

**Enhancing learning Experiences using ICT Tools:**

**Course Delivery Methods:**

- Quizizz
- Google class room
- Kahoot
- Screen recorder
- Seminars
- Mini Projects
- Case Studies & PPTs
- You tube and NPTEL videos
- Experimental training lab

**Innovative Teaching Methods:**

- Z-A Approach
- Mind mapping
- Group Discussion
- Debate
- Chart Preparation
- Flipped Class room
- Collaborative learning

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 2.4 Teacher Profile and Quality

**2.4.1**

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

**Response:** 100

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 108 | 114 | 121 | 127 | 128 |

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

## 2.4.2

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

**Response:** 10.03

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 17 | 11 | 12 | 12 | 8 |

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

## 2.5 Evaluation Process and Reforms

**2.5.1**

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

**Response:**

**Internal Assessment Mechanism:**

The internal assessment mechanism of an educational institution plays a crucial role in evaluating the academic performance of students.

? The internal assessment mechanism comprises two continuous internal assessment test for regulations 2021 and three continuous internal assessment test for regulations 2017.

? The tests are 2 hours long and carry a weightage of 60 marks, and carries a weightage of 100 marks in regulations 2021.

? The tests are 1 hour 30 minutes long and carry a weightage of 50 marks, and carries a weightage of 100 marks in regulations 2017.

? The schedule for these assessments is set by the affiliating university and is made available to students via the academic calendar, notice boards, and other communication channels.

**Question Paper Setting and Correction:**

The format of the question paper and syllabus for these assessments is discussed in the classroom, ensuring that students are well-prepared. Furthermore, the question papers are verified by the co-coordinator and the Head of the Department (HoD) to identify and rectify any errors or ambiguities in the questions.

**External Assessment Mechanism:**

If a student is not satisfied with the end semester exam results published by the university, they can request a photocopy of the evaluated answer script. If a student is still not satisfied with the awarded marks, they can apply for reassessment of the answer script after consulting with the faculty member. If the student is still not satisfied with the second assessment, they can apply for a challenging valuation.

**Grievance Redressal System:**

To ensure that the grievances of students are addressed in a timely and effective manner, a Grievance Redressal Committee is in place. The committee is made up of the Principal and HoD. The cell provides a platform for students to express general and personal grievances, through various channels such as mentor-mentee meetings, class committee meetings, suggestion boxes, internal Examination grievance from and feedback from parents.

**Continuous Performance Monitoring:**

Mentor-mentee meetings are conducted twice a month and consist of 10 to 15 students per faculty member. Class committee meetings are conducted thrice a semester and comprise a chairperson except that class subject handling faculty, members of the subject handling faculty, and six students from the class.

Suggestion boxes are placed at various locations throughout the institution and opened once a week. All relevant suggestions from different channels such as suggestion box, parent-teacher meetings, result analysis and Grievance redressal system are conveyed to the management for expedited action.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 2.6 Student Performance and Learning Outcomes

**2.6.1**

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

**Response:**

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

- This institute is affiliated to Anna University, Chennai. The Course Outcomes (COs) and Program Outcomes (POs), are well defined and specified in the University Curriculum. COs are also reformed on considering the vision and mission statement of the college and the syllabus content, by competent persons.
- The COs and POs are posted in the website. COs are also stated in the question papers framed for Continuous Internal Assessment test (CIA) and Model Examination (ME) to make students aware of the COs concerning every subject.
- The COs and POs are kept in the course file. COs are mapped with POs and PSOs in the scale of 1 to 3, 1 being the slight (low), 2 being moderate (medium) and 3 being substantial (high).

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**2.6.2**

*Attainment of POs and COs are evaluated.*

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

**Response:**

**Attainment of Course outcomes:**

 **Procedure for Assessment Process**

- Internal assessment is said to be a part of the delivery or instructional process, where it is used to gather information and adjust the teaching and learning in real time. Hence, assignments, tutorials, pre-lab, post-lab evaluation etc. are taken as internal assessment methods.
- External assessment is more common approach, where the students are given examination at a certain period of time such as end semester university exam.
- Performance in each course of study is evaluated based on continuous internal assessment throughout the semester and university examination at the end of the semester. Each course, both theory and practical (including project work) is evaluated for a maximum of 100 marks.
- For all theory and practical courses including project work, the continuous internal assessment carries **20 marks** while the End –Semester University exam carries **80 marks (R2013 & 2017)**.
- For all theory and practical courses including project work, the continuous internal assessment carries **40 marks** while the End –Semester University exam carries **60 marks (R2021)**.

 **Attainment of PO and PSO are calculated by the following tools :**

 **Direct Attainment**

1. Continuous Internal Assessment Mark & Assignment

2. End Semester Examinations

? Grade points of the end semester examination results are also used to calculate the PO attainment.

? Subject wise PO attainment level is calculated by adding 20% of the internal assessment and 60% of end semester examination and 20% of the assignment for each subject (2021R).

? Subject wise PO attainment level is calculated by adding 20% of the internal assessment and 80% of end semester examination for each subject (2017R and 2013R)).

? PO's and PSO's is attainment level calculated by the relation ?? ??? ??? ?????????? ????? = ?? ?????????? ????? ? ?????? ????? / ??????? ?? ?????.

**Indirect Attainment**

1. Students Exit Survey

Indirect attainment is found from student exit survey about the programme and is conducted by providing the PO's and PSO's as questionnaires to the outgoing students by four grade points as 1 – Satisfactory, 2

– Good, 3 – Very good, 4-Excellent. Total weightage and maximum weightage is calculated for each PO's and PSO's. PO's and PSO's weightage is also calculated from the percent weightage. Attainment levels of 80% direct method which includes 20% internal assessment level, 80% end semester attainment level and 20% indirect method is the PO's and PSO's attainment.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**2.6.3**

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

**Response:** 89.02

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 149 | 225 | 378 | 486 | 392 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 163 | 251 | 381 | 498 | 538 |

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

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.89

| File Description | Document |
|---|---|
| Upload database of all students on roll as per data template | [View Document](#) |

# Criterion 3 - Research, Innovations and Extension

## 3.1 Resource Mobilization for Research

**3.1.1**

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

**Response:** 0

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

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

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |

## 3.2 Innovation Ecosystem

**3.2.1**

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

**Response:**

The innovative ecosystem that M.P.Nachimuthu M.Jaganathan Engineering college has created to encourage and facilitate research and innovation. In today's fast-paced world of innovation and technology, patents play a crucial role in protecting intellectual property rights and fostering economic growth. A patent is a legal document granted by a government authority that gives the inventor exclusive rights to their invention for a limited period, typically 20 years from the filing date. This exclusivity allows inventors to reap the rewards of their creativity and investment by preventing others from making, using, selling, or importing their invention without permission. The primary purpose of patents is to encourage innovation by providing inventors with incentives to disclose their inventions to the public. In exchange for disclosing their invention, inventors receive the exclusive right to exploit their creation commercially for a specified period. This exclusivity incentivizes inventors to invest time, effort, and resources into research and development, knowing that they will have a competitive advantage in the marketplace once their invention is patented. Patents cover a wide range of inventions, including products, processes, methods, and compositions of matter. They can be granted for tangible inventions, such as new machines or devices, as well as intangible inventions, such as software algorithms or

business methods.

To be granted a patent, an invention must meet certain criteria, including novelty, non- obviousness, and utility. Novelty means that the invention must be new and not previously known or disclosed to the public. Non-obviousness requires that the invention is not an

obvious modification or combination of existing technologies. Utility refers to the practical usefulness of the invention. The patenting process typically involves filing a patent application with the relevant patent office, which examines the application to determine whether the invention meets the patentability criteria. The examination process can be lengthy and complex, involving a detailed review of the invention's technical specifications, prior art references, and legal arguments. Once granted, a patent provides the inventor with the exclusive right to prevent others from making, using, selling, or importing the patented invention for the duration of the patent term. Patents serve several important functions in society. Firstly, they encourage innovation by providing inventors with a financial incentive to invest in research and development. This leads to the creation of new technologies, products, and industries that drive economic growth and prosperity. Secondly, patents promote knowledge sharing and collaboration by requiring inventors to disclose their inventions to the public in exchange for patent protection. This helps to advance scientific and technological progress by enabling others to build upon existing knowledge and develop new inventions. Thirdly, patents facilitate competition by creating a level playing field for inventors and businesses to commercialize their inventions without fear of infringement. This encourages companies to innovate and differentiate themselves in the marketplace, ultimately benefiting consumers through greater choice and improved quality of products and services. Patents are a vital tool for promoting innovation, protecting intellectual property rights, and driving economic growth. By incentivizing inventors to disclose their inventions to the public in exchange for exclusive rights, patents contribute to the advancement of science, technology, and society as a whole. However, the patent system must evolve to address emerging challenges and strike a balance between promoting innovation and fostering competition in the digital age.

| File Description | Document |
| --- | --- |
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**3.2.2**

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

**Response:** 40

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

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

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 3.3 Research Publications and Awards

**3.3.1**

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

**Response:** 0.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 15 | 2 | 2 | 1 | 2 |

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

**3.3.2**

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

**Response:** 0.09

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 14      | 3       | 1       | 0       | 1       |

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

## 3.4 Extension Activities

**3.4.1**

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

**Response:**

M.P.Nachimuthu M.Jaganathan Engineering College has adopted four villages and one Town Panchayath Namely Uppilipalayam, Pasuvapatti, Murungatholuvu, Puthupalayam, Chithode and conducted various NSS programmes during last five years. NSS Programme Officer, along with faculty members and volunteers actively participated in these programs.NSS unit conducted various awareness programmes in above mentioned Villages and Government schools. Our faculty members and resource persons have given awareness talks to the school students. NSS unit organized these activities and it was carried out to address the social issues among the school students and public.

| File Description | Document |
|------------------|----------|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**3.4.2**

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

**Response:**

M.P. Nachimuthu M. Jaganathan Engineering college has collaborated with NGOs, government institutions, religious communities for helping the society. Awards and recognitions for extension activities from government or government-recognized bodies are crucial acknowledgments of impactful community engagement. These accolades validate the dedication and contribution of individuals or organizations towards societal betterment. Such honors often signify adherence to high standards and effectiveness in implementing extension programs. They serve as catalysts for furthering community involvement and inspire others to follow suit. These awards not only celebrate achievements but also foster a culture of excellence in public service. They highlight the significance of collaboration between government entities and grassroots initiatives, ultimately enhancing the welfare and development of communities on a broader scale.

**Appreciation Award Received from Swachh Bharat Summer Internship, Swatchhta Hi Seva, Swachh Survekshan Gramin in 2018-19.**

The appreciation award of our M.P. Nachimuthu M. Jaganathan Engineering college has received from the Swachh Bharat Summer Internship is a testament to the commitment and dedication towards fostering cleanliness and sanitation initiatives. This recognition underscores the significant impact of contributions made towards the Swachh Bharat Abhiyan, a nationwide campaign aimed at achieving a cleaner India. Such awards serve as powerful motivators, encouraging continued engagement and innovation in promoting hygiene and waste management practices. They validate the efforts invested in creating awareness and implementing practical solutions for a healthier environment. Moreover, these accolades inspire others to actively participate in the mission towards achieving a cleaner and more sustainable future for all.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**3.4.3**

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

**Response:** 44

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 14      | 8       | 4       | 10      | 8       |

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

## 3.5 Collaboration

**3.5.1**

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

**Response:** 3

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

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

**4.1.1**

**The Institution has adequate infrastructure and other facilities for,**

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

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

**Response:**

**Response:**

M.P.Nachimuthu M.Jaganathan Engineering College was started in 2001 and founded by the Thiru. Udyog Rattan J.Sudhanandhen. The institution is situated on the Erode-Chennimalai state highway, about 15 kilometres away from Erode. The institution is located in a strategically chosen location spanning 22.71 acres. The academic activities are conducted in a built-up area of over 23507 square meters, while the facilities and dormitories occupy an area of over 2491 square meters. To enhance the quality of the learning circumstance, our institution has exceptional infrastructure and a highly committed faculty.

Our institution has well-equipped laboratories, 38 classrooms, two drawing halls, one seminar hall, staff rooms, bathrooms, an administrative region, and other necessary facilities as mandated by AICTE to meet the educational needs of our students.

**A. Classrooms**

To provide a favourable atmosphere, all the classrooms are built with enough space as per the guidelines set by AICTE. They are supplied with appropriate lighting and well furnished. All classrooms are provided with enough ventilation to get ample natural illumination. Every classroom is fitted with ICT gear and an LCD/projector.

**B. Laboratories**

The design and construction of all the Laboratories adhere to the specifications set by AICTE. Every laboratory has a technician responsible for maintaining the laboratory, repairing the equipments, and providing continuous assistance during laboratory hours. To provide practical training and enhance students' experience in fieldwork, all the laboratories are furnished with high-quality tools and equipments.

**C. IT and ICT facilities**

There are 468 computers in functional condition, as required by AICTE and the ratio of 1:1 students with

5 higher end servers. Of these, 425 computers are for student use and 43 for administrative use. Additionally, printers, scanners, and servers are offered to both academic and administration users. All computers are interconnected with uninterruptible power supply backups to ensure the protection of data while being used by staff and students. Our institution provides campus-wide Wi-Fi access with a data rate of 90Mbps.

## D. Facilities for Sports, Gym & Yoga

The Management of our institution prioritizes the comprehensive growth and progress of our students. Students are strongly encouraged to engage in sports and cultural activities concurrently and are subsequently recognized and rewarded for participating. Our institution has excellent sports infrastructure, providing enough opportunities for students to engage in athletic activities. A dedicated Yoga centre is available for students to practice yoga and meditation, promoting mental fitness. A gymnastics facility is also provided to enhance the pupils' physical fitness.

## E. Facilities for Cultural activities

All students can actively engage on and off campus to showcase their cultural abilities. Our institution has a well-designed hall that meets high acoustical standards, enabling the college to arrange and host various cultural programs for our college students.

| File Description | Document |
| --- | --- |
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 4.1.2

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

**Response:** 9.33

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 0 | 0 | 137.92 | 42.28 | 32.31 |

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

## 4.2 Library as a Learning Resource

**4.2.1**

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

**Response:**

**Response:**

The College library is well-equipped and spacious that offers an extensive collection of engineering books. The collection includes national and international journals, periodicals, and magazines that cover a diverse range of topics, such as Mathematics & Sciences, Engineering and Technology, Humanities and Management. The Library boasts a seating capacity up to 66 students, providing a comfortable reading environment. The Library's collection consists of about 8656 titles and over 32523 volumes. The library also has a well-stocked of e-books, national and international journals, project reports, back volumes and magazines as well as newspapers. Student can utilize the Library's resources to enhance their knowledge and skills in their respective fields.

**Library Software:**

The library is automated with software to provide a quality service to readers and establish an efficient book storage system. The library's system includes features such as helps to locate the status and location of books, displays available books and borrower status of materials. The Library's circulation control module requires users to bring their ID cards to the library for issue, return, renewal and reservation of resources. The Library's master module contains user, book, journal, CDs, back volume, publisher, vendor, issue/and return, report modules. The library management system generates and prints various reports such as books issued and return report.

**Subscription to e- Resources:**

The college central library provides access to a wide range of e- resources and e-Journals through its various institutional memberships, including DELNET, JIE, NDL and NPTEL. The digital library is

connected to computers in the library through high – speed internet of 90 Mbps. The Library offers direct access to renowned online journals such as Elsevier, Wiley, Springer, and Science Direct, through DELNET which allows users to stay up to date with the latest research and development in science, engineering and technology. In addition, the library provides access to faculty publications and student's publications, which offers a comprehensive collection of scholarly resources. The library also provides video conferencing facilities, NPTEL Video courses, Swayam Programme and other E-Learning resources initiated by the Government of India to enhance the learning experience.

**Library Usage**

Our library provides a platform for all our students and staffs in promoting the progress of knowledge. The Library's annual expenditure on these resources is approximately Rs.3 Lakhs. The Library management system offers the capability to generate and print a variety of reports, including books issued and return reports, book reports categorized by accession number, author and title.

Overall, the college central library is a valuable resource for students to enhance their knowledge and skills in their respective fields. The Library's extensive collection of engineering books, access to e-resources and well equipped facilities make it an essential component of the Institute's academic environment.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 4.3 IT Infrastructure

**4.3.1**

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

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

**Response:**

M.P.NachimuthuM.Jaganathan Engineering College provides access to IT services to students, researchers and teachers.The technical IT support team maintains the policies governing the use of Information Technology services and resources at the College. The team also monitors the usage of the IT appliances and applications across the campus and gives immediate support in case of any hardware, software or system related issues.

**Computing Facilities:**

Our institute is equipped with 468 computer systems with i3 and i5 processors with high configuration. In addition to that campus Wide LAN facilities are available, with 5 servers to provide network access.

**Internet Facilities:**

Internet facilities are provided with 90 Mbps, in campus. Wi-Fi facilities are provided for students and faculty members through various access point located inside the campus. Internet bandwidth has been increased steadily over the last three years from 60Mbps to 90Mbps. Firewall protections and restricted access to certain websites is enabled to maximize security.

**Learning Management system:**

Our college uses ERP software as a learning management system to manage attendance, and entry of assessment marks, upload notes and assignments for the benefit of students. Our college

website provides all information for stakeholders. Faculty members share their updated information on latest technology through the site. In addition to that, all the information related to workshops, seminars, conference and other activities conducted in our college are posted in our website regularly.

**ICT Facilities:**

For safety and security of faculty and students, our campus is installed with 22 CCTV cameras. Videos are monitored on a regular basis. All faculty rooms and administrative offices are provided with internet facility. A LCD projector with WI-FI facilities are provided in all classrooms and seminar hall .Our college motivates faculty members to use ICT facilities to deliver the lectures for better understanding purpose as well as to access resources and notes through online.

**Value Added Facilities:**

Our college provides advanced technology to enhance their students' knowledge with 3D Printing and Rapid prototyping, Robotics and IoT. Frequently seminars and workshops are conducted related to this area to enhance their technical knowledge.

**Software's and Licenses:**

All software licenses are available as per the curriculum framed by the Anna University. which is used in laboratories as well as to use open source software in all possible situations.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**4.3.2**

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

**Response:** 1.7

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

Response: 425

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

## 4.4 Maintenance of Campus Infrastructure

**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:** 17.54

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 66.96 | 91.98 | 171.76 | 12.69 | 56.19 |

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

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

### 5.1.1

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

**Response:** 90.99

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 641 | 642 | 817 | 1167 | 1573 |

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

### 5.1.2

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

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

**Response:** C. 2 of the above

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

## 5.1.3

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

**Response:** 72.04

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 495 | 580 | 705 | 805 | 1247 |

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 5.1.4

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

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

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

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

## 5.2 Student Progression

**5.2.1**

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

**Response:** 47.35

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 111 | 136 | 156 | 251 | 213 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 163 | 251 | 381 | 498 | 538 |

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

### 5.2.2

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

**Response:** 0.62

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 0 | 0 | 1 | 2 | 3 |

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

## 5.3 Student Participation and Activities

**5.3.1**

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

**Response:** 9

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2       | 0       | 0       | 3       | 4       |

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

**5.3.2**

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

**Response:** 17.6

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 30      | 7       | 8       | 18      | 25      |

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 5.4 Alumni Engagement

**5.4.1**

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

**Response:**

**MPNMJ Engineering College** *Alumni Association*

The Alumni Association of MPNMJEC was established in the year of 2012. MPNMJEC alumni association has been actively engaged in every academic year for the welfare of students and institution. Through the alumni association we provided an opportunity for the present students studying in our college to interact with their alumni either in offline mode or in virtual mode. Presently, our Alumni Cell is managed by Er. J. Thiruvasagam, 2009 passed out student acting as Alumni Secretary and under the guidance of our college Alumni coordinator Mr. Joseph P, ASP/Physics.

**Vision**

To be a pioneer technical institution in providing cutting edge technology and scientific research for socio economic development of the country.

**Mission**

1. To nurture outstanding talents, skills and holistic personalities among the learners through innovative teaching learning methodologies and providing industrial exposure.
2. To provide good infrastructure and support for continuous improvement of research, consultancy and entrepreneurial activities.
3. To inculcate ethical principles and human values to fulfill the societal and industrial needs.

**Activities of MPNMJ Engnieering college-Alumni association:**

The goal of Alumni Association of MPNMJ Engineering College is to create a strong, worldwide, fully interactive community of alumni. It is committed in building and maintaining a good relationship between the Alumni and present studying students, faculty members and the institution.

Alumni association of MPNMJEC play different role of activities mentioned below.

1. **Knowledge Sharing:** Alumni are invited to participate in various activities like guest lectures, seminars, panel discussions to share their experience and conducting workshops. Through these kinds of activities, the students enrich the technical skills, new technology developments and

latest trends in the corporate world.

2. **Assistance to Placement & Career Guidance:** Alumni motivate the students to boldly face interviews and they assist the faculties and the placement officer up to the date of available job opportunities.

3. **Awareness program for Entrepreneurship:** Alumni who have established startups and became an entrepreneur, share their views and challenges so far faced, providing motivation to become entrepreneurs.

4. **Opportunities for Internship and Research:** Alumni provide numerous internship opportunities in various companies, to carryout industry oriented final year projects and also support to the departments to carryout consultancy works in various sectors of the engineering stream.

5. **Alumni Meet:** The Annual Meet "Reconnect" is the best platform for networking, sharing experiences, and discussing new trends and current proceedings in the corporate world.

6. **Institute Social Responsibility:** Alumni and Institute involved in conducting social activities for the welfare of society, including contributions in various forms.

7. **Promoting Institute Events:** Alumni take an active role in planning and promoting various events like "Sports Day and Annual Day" in social media.

8. **Donating Books and sports Goods:** Alumni play a role in the association by donating books and sports goods, enabling the under privileged students to give a better learning experience.

| File Description | Document |
| --- | --- |
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1**

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

**Response:**

The governance and leadership of an institution play a pivotal role in shaping its trajectory and ensuring that it adheres to its vision and mission. When these crucial aspects are aligned with the institution's core values and objectives, it becomes evident in various institutional practices, such as decentralization and participation in the institutional governance.

Decentralization is a hallmark of effective governance, as it empowers different levels of the institution to take ownership and make decisions that align with the overarching vision and mission. This approach fosters a sense of autonomy and accountability among the various units or departments within the institution, allowing them to respond swiftly to challenges and opportunities in their respective domains. By delegating authority and decision-making power, decentralization promotes agility, innovation, and a sense of ownership among stakeholders, ultimately contributing to the institution's overall success.

Participation in institutional governance is another crucial practice that reflects the alignment of leadership with the institution's vision and mission. This practice involves actively engaging stakeholders, such as faculty, staff, students and external representatives, in the decision-making processes. By fostering an inclusive and collaborative environment, the institution ensures that diverse perspectives and expertise are considered, leading to well-informed and holistic decisions.

Participatory governance not only enhances transparency and accountability but also cultivates a sense of shared responsibility and ownership among stakeholders. When individuals feel that their voices are heard and their contributions are valued, they are more likely to be invested in the institution's success and committed to upholding its vision and mission.

Furthermore, participatory governance promotes a culture of continuous improvement and adaptation. As stakeholders engage in the decision-making process, they gain a deeper understanding of the institution's challenges and opportunities, enabling them to provide valuable insights and suggest innovative solutions. This iterative process fosters a dynamic and responsive institution that can adapt to changing circumstances while remaining true to its core values and objectives.

In essence, the alignment of governance and leadership with the institution's vision and mission is exemplified through practices such as decentralization and participation in institutional governance. These practices empower stakeholders, promote accountability, foster innovation, and cultivate a sense of shared ownership and commitment to the institution's success. By embedding these principles into the fabric of the institution, its leadership ensures that the vision and mission remain at the forefront of all endeavors, guiding the institution towards sustained excellence and impact.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

## 6.2 Strategy Development and Deployment

### 6.2.1

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

**Response:**

Strategic Planning and Deployment Document (SPDD) outlines vision, mission, values, long-term and short-term goals formulated through extensive consultation across stakeholders via SWOC analysis. Objectives across potential growth areas developed based on deliberations with HODs and faculty. Corresponding strategies and action plans defined to accomplish strategic goals.

SPDD clearly delineates implementation and monitoring processes with quantifiable targets aligned to intended outcomes, serving as guiding framework towards academic excellence and building skilled professionals.

Organogram delineates decentralized administrative structure operating through collaborative efforts of principal, faculty, staff and students. Tiered structure defines duties, responsibilities, authority at each level to achieve desired outcomes.

Democratic, participatory governance model enables stakeholders to actively contribute. Robust academic and administrative set up focuses on elevating education quality and benchmarks. Enables agile decision making and execution.

**Governing Council:**

The Governing Council is the highest decision-making body responsible for institutional policies, planning and monitoring. It comprises key management members, industry experts and eminent academics. The Council meets twice annually to deliberate on strategic issues including growth plans, infrastructure development, recruitment, promotions, budgets etc. Recommendations are formulated through discussions before final decisions.

**Chairman:**

The Chairman as the senior leadership plays a pivotal role in executing the decisions and recommendations of the Governing Council to ensure smooth operational management and administration. The day-to-day functioning of the institute including academics, admissions, examinations, activities etc. are all overseen by the Chairman for effective implementation per strategic directives.

**Principal:**

The Principal heads all the academic and administrative activities and is responsible for the institute's operations, regulatory compliance and adherence to statutes and norms. The Principal takes decisions related to academics, finance, examinations, faculty/staff requirements etc. based on policies and frameworks formulated by the management. Additionally, the Principal serves as the chief warden for hostels.

The Principal constitutes various statutory and non-statutory committees for complementing academic and administrative functioning as per UGC/AICTE/University regulations. Subject experts are also nominated to the committees undertaking periodic reviews for bolstering functioning around programs, courses, activities etc.

**Collective Leadership:**

The leadership functions in a collective manner through the Principal, Advisor, IQAC Coordinator and Heads of Departments. The participative structure enables decentralized decision-making across multiple forums for agile and effective implementation. Faculty engagement in the committees also enables leadership development.

**Delegating Authority and Bottom-Up Approach:**

Delegation of authority to committees and cells enriches institutional planning, decision-making capabilities and execution of activities. The management facilitates a bottom-up approach for academic requirements proposed by faculty and students. Recommendations are strategically elevated through HODs and Principal for approval.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Institutional perspective Plan and deployment documents on the website | [View Document](#) |

**6.2.2**

*Institution implements e-governance in its operations*

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

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

| File Description | Document |
|---|---|
| Screen shots of user interfaces of each module reflecting the name of the HEI | View Document |
| Institutional expenditure statements for the budget heads of e-governance implementation ERP Document | View Document |
| Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance | View Document |

## 6.3 Faculty Empowerment Strategies

**6.3.1**

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

**Response:**

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

The performance appraisal policy creates a culture of result-orientation, helping employees accomplish set goals and recognizing their contributions. Alongside strengthening infrastructure, the college continually improves academic and research capabilities using effective pedagogies. To evaluate the success of such initiatives, it is vital to assess if the end-users are satisfied with the facilities and achieving intended outcomes.

**Self Appraisal Mechanism for Faculty**

Performance is evaluated based on teaching methodologies, question paper quality, student feedback and pass percentage. Further parameters include contribution to academics, training programs, examination duties and institutional committees like IQAC.

Support is provided to faculty for professional development through participation in conferences, publications, consultancy projects, research guidance etc.

The prescribed self-appraisal format covers the above parameters, reviewed by HODs to provide inputs on competence and scope for improvement through a three-tier mechanism:

Self Appraisal

HOD/Principal Evaluation

Student Feedback

This has enabled understanding strengths and areas of improvement around:

- Teaching abilities
- Upgrading domain knowledge/methodologies
- Research relevance

As faculty get an opportunity to review evaluations, it does not impact them negatively while helping them upgrade continuously.

Good teaching and research initiatives are also recognized and rewarded by the institution.

**Self Appraisal for Non-Teaching Staff**

Non-teaching staff are evaluated periodically on parameters like:

- Work efficiency and commitment
- Learning new technologies and trends
- Leadership and collaboration
- Discipline and punctuality

Non-teaching staff additionally undergo periodic training and are motivated to pursue higher education.

**Welfare Measures:**

1. Provision of Casual Leaves.
2. Provision of Medical Leaves.
3. Provision of Maternity Leaves.
4. Summer and winter Vacation for staff
5. On-Duty for University related works
6. Monthly twice permission [1 Hour] for faculty
7. Reimbursement of claim for attending conference/FDP/STTP/Workshop
8. Group Insurance scheme for staff members
9. Encouragement faculty for doing part time Ph.D
10. On-Duty for Ph.D higher education and training programmes
11. Immediate increments after earning Ph. D. Degree.
12. Centralized reprography facility (Xerox) for Teaching & Non-Teaching staff.
13. Centralized canteen facility for Teaching and Non-Teaching staff.
14. Wi-Fi campus for Teaching, Non-Teaching staff and Students.
15. As per the provisions of provident fund act, institute contributes to Provident Fund.
16. Salary advance facility for teaching and non-teaching staff in case of urgency.
17. Free transportation for staff availing college buses
18. Free Boarding and Hoarding for staff staying in Hostel
19. Salary timely credited to bank account of employee.
20. Two sets of uniforms to the college bus drivers every year
21. Free health check-up camps are organized by the college with the help of many corporates in Medical sector.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

## 6.3.2

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

**Response:** 0

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

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

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

## 6.3.3

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

**Response:** 70.19

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 96 | 93 | 105 | 104 | 113 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 26 | 27 | 25 | 26 | 26 |

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

## 6.4 Financial Management and Resource Mobilization

**6.4.1**

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

**Response:**

The Institution has established mechanisms for regular internal and external financial audits to ensure compliance.

**Internal Audit:**

Performed half-yearly by Internal Finance Committee

Committee thoroughly verifies income/expenditure and submits audit compliance report to management

via Principal

**External Audit:**

Conducted annually by certified external agency

**Additional Control Aspects:**

- Budgetary Planning and Monitoring
- Principal submits proposed budget to management consolidating departmental recommendations
- Recurring expenses include salaries, utilities, maintenance, consumables etc.
- Non-recurring expenses include equipment, furniture, infrastructure upgrades
- Expenditure tracking as per approved budgets by Accounts Department

**Depreciation of previous purchases included:**

- Audit Reconciliation
- Audit queries responded with supporting documents within prescribed timelines
- No major objections faced demonstrating financial discipline at all levels

Internal audit occurs twice yearly. Nominated auditors verify expenses, fee payments, salaries and other transactions with full documentation. Discrepancies are reported to Principal.

External audit happens annually per regulations to confirm authorized payments. Queries are resolved within timelines. Statements are duly signed by authorities.

**Resource Mobilization and Utilization:**

Budgeting considers laboratory, computing, library, training, software upgradation based on departmental requirements. Following review, Governance Council approves balanced budget. Unforeseen needs are also allotted optimally.

Adequate funds allocated as per institutional development needs including infrastructure, research promotion, student progress, operational costs. Qualified technicians and optimal infrastructure usage ensure effective teaching-learning and resource optimization to benchmark student growth.

The robust financial management framework and discipline drive academic excellence.

| File Description | Document |
| --- | --- |
| Upload Additional information | [View Document](#) |

## 6.5 Internal Quality Assurance System

**6.5.1**

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

**Response:**

IQAC Contributions:

The IQAC consistently develops systems to catalyze institutional performance improvement and channelizes efforts to promote academic excellence.

Key Contributions:

- Promoted industry linkage through training, workshops, lectures, MOUs
- Implemented Outcome Based Education in all programs
- Introduced aptitude enrichment and soft skills training
- Ensured engagement in external quality audits
- Set up Industry-Institute Interactive Cell
- Organized seminars, workshops, lectures and conferences
- Implemented feedback systems across stakeholders
- Enhanced ICT adoption to strengthen teaching-learning
- Executed Mentor-Mentee program
- Institutionalized anti-ragging initiatives and discipline

Additionally, IQAC continually improves teaching-learning by supporting OBE implementation through collaborative development of program outcomes adapted from NBA guidelines, program needs and course outcomes based on Bloom's taxonomy. This results-focused, accountability based model creates student-centric learning to improve employability.

POs, PSOs and COs attainment are measured every session and low attained courses are targeted for improvement.

**Institutional Reviews:**

The IQAC conducts effective reviews of processes, methodologies, operations and outcomes periodically based on established norms.

**Academic and Administrative Audit:**

The committee ensures teaching-learning implementation, reviews department profiles and preceding year's academic activities. Strengths and weaknesses are assessed for improvement across teaching, learning, evaluation, student support etc. Recommendations aim to improve functioning across capacity building, research, publications and curricular aspects.

**Student Feedback – Collection, Analysis and Action:**

Faculty do not participate, eliminating subjective influence. Experts validate feedback. Reports suggest

corrective actions for quality enhancement.

**Implemented Reforms:**

Student-centric teaching learning made more experiential while integrating conventional and ICT tools. Encouraged participative learning via events, competitions allowing students to apply concepts learnt. The reviews and reforms institutionalized by the IQAC have enhanced academic processes and outcomes.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

---

**6.5.2**

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

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

**Response:** C. Any 2 of the above

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

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

**7.1.1**

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

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

**Response:**

**Gender Equity**: Gender equity is a crucial issue for our society, and our institution is dedicated to promoting it through a variety of measures. We firmly believe that everyone should be born free and equal in dignity and rights, as outlined in the Universal Declaration of Human Rights by the UN General Assembly in 1948. We take pride in the fact that our college has nearly 50% women teaching and non-teaching staff, who hold top positions, and contribute significantly to our institution's success. In particular, the college has a number of women in administrative positions, including the Correspondent, Vice Principal, HoD of Civil & HoD of IT.

**Gender Sensitization Programs:** To create a gender-sensitive environment, our college has initiated an annual gender sensitization action plan that comprises several programs, including workshops and seminars. These programs cover various topics like gender equity, the prevention of sexual harassment, women's empowerment, hygienic lifestyle, women's day, and safety and security. We also organize regular guest lectures by experts from different fields to highlight the significance and contribution of women in society.

**Security and Counseling:** Ensuring the safety and security of our female students and faculty members is our top priority. We have implemented several measures to ensure their well-being, such as 24/7 monitoring of the campus and girls' hostel by Wi-Fi-enabled CCTV cameras, conducting awareness programs like seminars and workshops on Women's safety, hygiene food for Women's health, sexual harassment, and anti-ragging. We also provide counseling services for students with mentors appointed for a batch of 20 students who counsel them twice a month to resolve any academic problems and personal problems they may face.

**Exclusive Amenities for Girl Students:** Our College provides separate common rooms, and restrooms for girls in each block of the campus with all necessary facilities to provide personal space for female students in a co-educational institution. We also promote hygiene by providing a sanitary napkin and incinerator in the girls' hostel to ensure that women students health.

**Celebration of Commemorative days and Festivals:** Our College celebrates significant national and international commemorative days and festivals on campus. We believe that these celebrations promote a sense of unity and togetherness, contributing to the overall. We organize a range of cultural, patriotic, environmental, and humanitarian awareness activities to honor these occasions. To mark these occasions, the college organizes a range of activities, including seminars, pledge and oath-taking ceremonies, cultural events, and dance performances. We also have awareness sessions related to defense jobs, as

well as flag hoisting ceremonies conducted by a chief guest and other engaging activities including clean campus drives, and yoga. These events aim to foster a spirit of cultural exchange, patriotism, environmental awareness, and humanitarian values among the college community.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 7.1.2

**The Institution has facilities and initiatives for**

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

**Response:** B. 3 of the above

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

## 7.1.3

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

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

**Response:** C. Any 2 of the above

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

## 7.1.4

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

**Response:**

**Response:** MPNMJ College of Engineering is committed to providing an inclusive environment for all our students. The college's primary objective is to foster equality, peace, and harmony among students. To achieve this, the college organizes various events, programs, and activities throughout the year to promote awareness and tolerance towards linguistic, regional, cultural, communal, socio-linguistic, and other diversities.

**Cultural Events:** The College recognizes that students come from diverse backgrounds, and it is their responsibility to ensure that every student feels welcomed and supported throughout their academic journey. The college hosts a range of cultural events and festivals on campus, allowing students to learn about different cultures, traditions, and practices. The event has to celebrate diversity and promote understanding and respect for different communities. Intra and Inter-Collegiate Cultural Fests promote a healthy exchange of culture and boost the spirit of the students.

**Regional and Linguistic Diversity:** MPNMJ Engineering College encourages students to communicate in their native language, promoting regional and linguistic diversity. The college organizes events that

showcase different regional languages, music, and dance, and has a Literary Club that conducts elocution, debate, and group discussion in native languages.

**Communal Harmony**: The College recognizes communal harmony as essential for the growth and development of the nation. To promote communal harmony, the college organizes seminars, panel discussions, and workshops that focus on building bridges between different communities and fostering understanding and tolerance.

**Sensitization Programs:** We have developed sensitization programs that educate students and employees about their constitutional obligations, values, rights, duties, and responsibilities as citizens. The college has a code of ethics for students, faculty members, and non-teaching faculty members, which must be followed irrespective of cultural, regional, linguistic, and other diversities. The college conducts a range of health, environmental, and road safety awareness programs for the community outside the campus.

**Socio-economic Diversity:** The College recognizes that students come from different socio-economic backgrounds and offers scholarships, and financial aid programs to support students from poor backgrounds. Mentorship and career counseling services are also provided to help students achieve their academic and professional goals.

**Anti-discrimination Policy:** MPNMJ College has an anti-discrimination policy in place that prohibits any form of discrimination, including on the basis of race, gender, religion, caste, or ethnicity. The college takes strict action through various committees against any such incidents and works to create an environment where all members of the college community feel respected and valued.

**Student Support Services:** The College provides a range of student support services, including counseling services, academic support, and disability services. MPNMJ College believes in creating an environment where all students feel supported, irrespective of their background, and works to provide the necessary resources to ensure their success.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 7.2 Best Practices

**7.2.1**

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

**Response:**

**BEST PRACTICE – I**

**TITLE OF THE PRACTICE:**

**Career Oriented Skill Development Training Modules**

**OBJECTIVES OF THE PRACTICE:**

Career Oriented Skill Development Training Modules sets out to equip individuals with the specific knowledge, abilities, and competencies necessary to excel in their chosen field. This training aims to bridge the gap between theoretical knowledge and practical application, fostering a well-rounded skill set that enhances professional performance and opens up opportunities for career advancement. Ultimately, the goal is to empower individuals to navigate the dynamic demands of the job market, stay relevant in their industries, and achieve long-term career success.

**THE CONTEXT:**

"Skills make dreams happen. Training is the foundation of success; embrace the process, endure the challenges, and enjoy the results. In the journey of training, each drop of sweat is a step closer to success. Training is not just about building strength; it's about resilience, discipline, and the constant pursuit of improvement".

Industries are dynamic and technological advancements continually reshape the professional landscape. In this context, there is a need for continuous learning and skill enhancement to stay competitive.

Career-oriented skill development training is designed to address these challenges by providing targeted education and hands-on experience. It aims to prepare students for the specific requirements of their chosen careers, ensuring that they not only possess the foundational knowledge but also the practical skills needed to excel in their roles. The ultimate goal is to empower students to adapt to changing job requirements, contribute effectively in their professional roles, and enhance their overall employability and career prospects.

**THE PRACTICE:**

- We Practiced skill based training courses which cater to the requirements of various professional fields.

- They provide opportunities to students for enhancing their career development & exploratory learning through hands-on practice, classroom sessions, self-study, understanding of the job market, skill development and decision-making.
- Students first year to final year are eligible to take up this training alongside their regular course of study.
- At the end of four years, the students are equipped with soft skill training along with conventional degree in Engineering.
- Internships, projects, practicals, seminars and presentations by the students form an integral part of the syllabi of most of these courses.
- MPNMJ Engineering College looks to develop its students from industrial perspective. For this we have designed training modules to impart technical, logical, analytical, behavioral and managerial skills to every student.
- We also promote students to visit various industries pertaining to their disciplines so that they get

the right exposure.
- We are also assessing the students through various online testing methodologies so that the right set of students is channelized towards the right profile.
- The following training programmes are conducted for the students by proper planning prior the academic start.
  1. Soft Skill Training Programme:

All the students are encouraged and empowered to develop their interactive and interpersonal skills. This includes the enhancement of following skills

- Leadership Qualities
- Goal Setting
- Time Management
- Personality Development
- Presentation Skills
- Group Discussion
- Resume Preparation
- Interview Preparation & Team Player, etc.
- Aptitude Skill Trainings:

It includes to increase the following abilities in the students

- Verbal,
- Data Interpretation,
- Logical  Reasoning
- Analytical

**EVIDENCE OF SUCCESS:**

- Skill development enhances the proficiency of a student in their particular area of interest. Skill enhances to build the professional network, better communication, time management and so on.
- The Placement Based Training program has improved the success rate of the students in the final placement interviews to an appreciable extent.

**PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:**

- The major problem college faces is the lack of participation from students.
- In a tightly scheduled semester pattern of teaching, the time management has been found to be one of the biggest challenges in giving special space to training.

**BEST PRACTICE – II**

**TITLE OF THE PRACTICE:**

Fee Concessions to some Socially and Economically Deprived Students

**OBJECTIVE OF THE PRACTICE:**

1. To enable equal opportunities for education by implementing targeted fee concessions for economically backward students.
2. To support the higher educational aspirations and to enhance the socio-economic well-being of single-parent students through fee concession.
3. To ensure equitable education access by providing financial relief through fee concessions to students from weaver families.
4. To promote gender equality and support familial financial burden by offering fee concessions to families with two or more girl children.
5. To foster a supportive learning environment by offering fee concessions to government school students who demonstrate dedication and commitment to their studies.
6. To encourage meritorious students in government schools by providing them with financial assistance through fee concessions.
7. To strengthen the reputation of the institution as a supporter of athletic talent and achievement through proactive fee concession initiatives.

**THE CONTEXT:**

**"Education is the most powerful weapon which you can use to change the world."**

**- Nelson Mandela**

M P. Nachimuthu M. Jaganathan Engineering College is established in the rural area. One of the primary motives is to provide greater access to quality education and to bridge the educational gap and offer opportunities to local residents who might otherwise have limited access to higher education. With a visionary approach, the institution offers fee concessions for the socio-economic development of the country.

**THE PRACTICE:**

It aims to extend financial support to students facing social and economic challenges, enabling their access to education by alleviating the burden of full tuition fee .This is achieved through a transparent application process, allowing economically backward and single-parented students to easily apply for fee concessions. Then based on their status certain amount of fees is reduced from their total fees by the management to ease the burden of full tuition fees. Implemented free room accommodation for hostel students. Provided free transport for all students and collected nominal bus fee for faculty members.

**EVIDENCE OF SUCCESS:**

1. Through fee concession the students were able to concentrate on their studies without any fee burden.
2. The students were able to get placed in many companies.
3. Many students from rural areas were able to pursue their higher studies.

**PROBLEMS ENCOUNTERED:**

Physically verifying students for fee concession norms is a substantial time-consuming endeavor. It

requires meticulous checks and documentation to ensure accuracy. Verifying students' eligibility for fee concessions is a time-intensive process that cannot be rushed. It is planned to streamline this process through digital means in the upcoming years as it could greatly alleviate administrative burdens.

| File Description | Document |
|---|---|
| Best practices as hosted on the Institutional website | [View Document](#) |
| Any other relevant information | [View Document](#) |

## 7.3 Institutional Distinctiveness

**7.3.1**

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

**Response:**

**Title of the Practice:**

**FOSTERING BASIC AWARENESS AND NEEDS AMONG SCHOOL STUDENTS**

**Introduction:**

Education is not just about imparting academic knowledge; it also involves nurturing students holistic development. Fostering basic awareness and addressing the needs of school students are essential components of this holistic approach to education. By ensuring that students are aware of fundamental concepts and equipped with the resources they need, schools play a crucial role in preparing them for success in both academic and personal spheres. We explore the importance of fostering basic awareness and meeting the needs of school students, along with the strategies and impacts associated with these efforts.

**Importance of Fostering Basic Awareness:**

Basic awareness encompasses a wide range of knowledge and skills that are essential for students to navigate various aspects of their lives. This includes awareness of health and hygiene practices, understanding of social and environmental issues, knowledge of personal rights and responsibilities, and awareness of career options and life skills. Fostering basic awareness among school students is crucial for several reasons:

1. **Empowerment**: Basic awareness empowers students to make decisions about their health, relationships and future aspirations. When students understand their rights and responsibilities, they are better equipped to enhance for themselves and others.

2. **Health and Well-being**: Awareness of health and hygiene practices is fundamental for maintaining physical and mental well-being. By educating students about nutrition, exercise, hygiene and mental health, schools contribute to promote healthy lifestyles and preventing illnesses.

3. **Academic Success**: Basic awareness is closely linked to academic success. Students, who are aware of study techniques, time management skills, and resources available to them, are more likely to excel academically. Moreover, addressing students' basic needs, such as access to nutritious meals and a supportive learning environment, can positively impact their academic performance.

4. **Social Responsibility**: Fostering awareness of social and environmental issues cultivates a sense of social responsibility among students. By understanding the interconnectedness of their actions with broader societal and environmental concerns, students are encouraged to become active participants in creating positive change.

**Impacts of Fostering Basic Awareness and Meeting Needs:**

1. **Improved Academic Performance**: Students who are well-informed and have their basic needs are better able to focus on their studies and achieve academic success.

2. **Enhanced Well-being**: Awareness of health and hygiene practices, coupled with access to necessary resources, contributes to students' overall physical and mental well-being.

3. **Empowerment and Agency**: Basic awareness empowers students to make decisions about their lives and become active participants in shaping their futures.

4. **Reduction in Risky Behaviors**: Educating students about the risks associated with unhealthy behaviors and providing them with support and guidance helps reduce the likelihood of engaging in risky behaviors such as substance abuse and unsafe sexual practices.

5. **Promotion of Social Responsibility**: Fostering awareness of social and environmental issues instills a sense of responsibility and encourages students to contribute positively to their communities.

**Strategies for Implementation:**

To indicate Awareness value system among students and that it forms a part of National Development. The concept of creating awareness development practice that is reflexive and socially usable. It involves moving from idea into action. During action, there is a significant necessity for creating awareness to protect the young student's life in the right way and to create Social responsibility and for National Development.

Our college has been conducting the following categories of awareness programme among the school students for creating awareness through our student Volunteers from different Clubs and Staffs.

1. **Awareness on health**
2. **Awareness on Higher Education**
3. **Awareness on Safety**
4. **Awareness on Social Media**
5. **Awareness on Environmental Protection**

**Conclusion:**

Creating basic awareness and addressing the needs of school students is essential for their holistic development and the betterment of society as a whole. By imparting knowledge about fundamental needs, health, environmental sustainability, and financial literacy, we empower students to lead fulfilling lives and contribute positively to their communities. Through collaborative efforts involving educators, parents, policymakers, and community stakeholders, we can ensure that every student receives the necessary support to thrive and realize their full potential. Let us commit to nurturing a generation of informed, empowered, and socially responsible individuals who will shape a brighter future for themselves and generations to come.

| File Description | Document |
|---|---|
| Appropriate web in the Institutional website | [View Document] |

07-08-2024 03:29:26

# 5. CONCLUSION

## Additional Information :

The Institution has conducted several awareness programme in inculcating human values, skill development programme, and English communication class in rural government schools to create awareness among the young minds.

## Concluding Remarks :

In conclusion , the institution has now evolved and got ready for being accredited by reputed accreditation agencies like NAAC so that it is able to fulfill the dreams of our students and all stakeholders in all aspects for the forthcoming years. The premises are an ideal place for students to pursue their academic goals and explore their passions. The institution has established an environment that fosters growth, with impressive infrastructural facilities, serene premises, and a talented, qualified, experienced, and motivated faculty. The Management has a long-term vision for the institution and aims to achieve all-round development and growth. By offering comprehensive placement training and guidance, the institution equips the students with the skills and expertise they need to succeed in their chosen field.

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 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*<br><br>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website<br>Answer After DVV Verification: C. Feedback collected and analysed<br>Remark : DVV has made the necessary changes basis the supporting shared by the HEI |
| 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*<br><br>2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**<br>Answer before DVV Verification:<br><br>| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |<br>|---|---|---|---|---|<br>| 283 | 245 | 182 | 152 | 344 |<br><br>Answer After DVV Verification :<br><br>| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |<br>|---|---|---|---|---|<br>| 218 | 209 | 163 | 142 | 304 |<br><br>2.1.2.2. **Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years**<br>Answer before DVV Verification:<br><br>| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |<br>|---|---|---|---|---|<br>| 540 | 540 | 540 | 660 | 690 |<br><br>Answer After DVV Verification :<br><br>| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |<br>|---|---|---|---|---|<br>| 373 | 373 | 373 | 455 | 476 |<br><br>Remark : DVV has made changes as per prescribed format shared by HEI, values have been downgraded since general is not considered |
| 2.6.3 | **Pass percentage of Students during last five years  (excluding backlog students)**<br><br>2.6.3.1. **Number of final year students who passed the university examination year wise during the last five years** |

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 153 | 225 | 378 | 486 | 392 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 149 | 225 | 378 | 486 | 392 |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 167 | 251 | 381 | 498 | 538 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 163 | 251 | 381 | 498 | 538 |

Remark : DVV has made changes as per prescribed format shared by HEI, the values have been downgraded basis the same

| 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.*<br><br>Answer before DVV Verification :<br>Answer After DVV Verification :3<br>Remark : DVV has made changes as per prescribed format shared by HEI. |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.1.2 | *Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*<br><br>4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)** |

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 18.27 | 0 | 143.63 | 51.03 | 32.91 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 137.92 | 42.28 | 32.31 |

| | |
|---|---|
| | Remark : DVV has made the necessary changes basis the supporting shared by the HEI |
| 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)*<br><br>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)**<br><br>Answer before DVV Verification:<br><br>| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |<br>|---|---|---|---|---|<br>| 368.11 | 293.68 | 396.74 | 388.65 | 540.44 |<br><br>Answer After DVV Verification :<br><br>| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |<br>|---|---|---|---|---|<br>| 66.96 | 91.98 | 171.76 | 12.69 | 56.19 |<br><br>Remark : DVV has made the necessary chnages basis the supporting shared by the HEI |
| 5.1.2 | *Following capacity development and skills enhancement activities are organised for improving students' capability*<br><br>*1. Soft skills*<br>*2. Language and communication skills*<br>*3. Life skills (Yoga, physical fitness, health and hygiene)*<br>*4. ICT/computing skills*<br><br>Answer before DVV Verification : A. All of the above<br>Answer After DVV Verification: C. 2 of the above<br>Remark : DVV has made the necessary changes basis the supporting shared by the HEI |
| 5.2.1 | **Percentage of placement of outgoing students and students progressing to higher education during the last five years**<br><br>5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**<br><br>Answer before DVV Verification:<br><br>| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |<br>|---|---|---|---|---|<br>| 111 | 136 | 156 | 251 | 213 |<br><br>Answer After DVV Verification :<br><br>| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |<br>|---|---|---|---|---|<br>| 111 | 136 | 156 | 251 | 213 | |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 167 | 251 | 381 | 498 | 538 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 163 | 251 | 381 | 498 | 538 |

Remark : DVV has made changes as per prescribed format shared by HEI, keeping in line up with 2.6.3.2

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 6 | 0 | 0 | 6 | 7 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2 | 0 | 0 | 3 | 4 |

Remark : DVV has made the necessary changes basis the supporting shared by the HEI

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 30 | 10 | 10 | 22 | 33 |

Answer After DVV Verification :

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

| 30 | 7 | 8 | 18 | 25 |
|----|---|---|----|----|

Remark : DVV has made changes as per prescribed format shared by HEI, the values have been downgraded cause the events on the same day are considered as 1

---

**6.3.2**

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 76 | 60 | 56 | 56 | 57 |

Answer After DVV Verification :

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

Remark : DVV has made changes as per prescribed format shared by HEI, the values have been downgraded cause the amount below 2000 have not been considered

---

**6.3.3**

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 108 | 114 | 121 | 127 | 128 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 96 | 93 | 105 | 104 | 113 |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 26 | 27 | 25 | 26 | 26 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 26      | 27      | 25      | 26      | 26      |

Remark : DVV has made changes as per prescribed format shared by HEI, the values have been downgraded basis the same

| 6.5.2 | **Quality assurance initiatives of the institution include:**<br><br>1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**<br>2. **Academic and Administrative Audit (AAA) and follow-up action taken**<br>3. **Collaborative quality initiatives with other institution(s)**<br>4. **Participation in NIRF and other recognized rankings**<br>5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**<br><br>Answer before DVV Verification : A. Any 4 or more of the above<br>Answer After DVV Verification: C. Any 2 of the above<br>Remark : DVV has made the necessary changes basis the supporting shared by the HEI |
|-------|---|
| 7.1.2 | **The Institution has facilities and initiatives for**<br><br>1. **Alternate sources of energy and energy conservation measures**<br>2. **Management of the various types of degradable and nondegradable waste**<br>3. **Water conservation**<br>4. **Green campus initiatives**<br>5. **Disabled-friendly, barrier free environment**<br><br>Answer before DVV Verification : A. 4 or All of the above<br>Answer After DVV Verification: B. 3 of the above<br>Remark : DVV has made the necessary changes basis the supporting shared by the HEI |
| 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**<br><br>1. **Green audit / Environment audit**<br>2. **Energy audit**<br>3. **Clean and green campus initiatives**<br>4. **Beyond the campus environmental promotion activities**<br><br>Answer before DVV Verification : A. All of the above<br>Answer After DVV Verification: C. Any 2 of the above<br>Remark : DVV has made the necessary changes basis the supporting shared by the HEI |

## 2.Extended Profile Deviations

| ID | Extended Questions |
|---|---|
| 1.1 | **Number of teaching staff / full time teachers during the last five years (Without repeat count):**<br>Answer before DVV Verification :  220<br>Answer after DVV Verification : 218 |
| 2.1 | **Expenditure excluding salary component year wise during the last five years (INR in lakhs)**<br><br>Answer before DVV Verification:<br><br>Answer After DVV Verification: |

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 435.88 | 335.06 | 488.74 | 534.11 | 714.89 |

Answer After DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 379.25 | 299.54 | 447.27 | 489.30 | 662.40 |