



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

CHENDHURAN COLLEGE OF ENGINEERING AND TECHNOLOGY

CHENDHURAN COLLEGE OF ENGINEERING AND TECHNOLOGY, LENA
VILAKKU, PILIVALAM POST, THIRUMAYAM(TK), PUDUKKOTTAI-622507.

622507

www.chendhuran.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Chendhuran College of Engineering and Technology is one of the well established Institutions offering quality education in Engineering and Technology in Tamil Nadu. The college prepared the SSR for Cycle-2 of accreditation by NAAC with the all aspects of the college. Criteria-wise documentation has been prepared for NAAC accreditation. The seven criteria as per the NAAC format are presented. This SSR focuses the aspects which have direct impact on teaching-learning, research, community development and the holistic development of the students of the Institution. The vision and mission of the institute framed to serve the rural students betterment. The governance of the college in lined with the coal of the vision and the mission of the institute. The whole campus is connected with 50Mbps Internet (Wi-Fi) facility. The computing center is used extensively for academic and administrative purposes. The well established Auditorium provides the exact ambiance for the effective conduct of academic programmes. The college has provided staff rooms, RO plant for drinking water facility, canteen and ATM facility. The college has also provided hostel facility for boys and girls separately in addition to transportation facility for both students and staff, laboratories with cutting edge facilities which provide optimum exposure to students ad one among the special features. Central library houses substantial number of volumes of books and journal fulfill the needs of the students and staff members. The library fully automated with latest Digital software for easy and prompt delivery in time. Online journals and back volumes are available in both hard and soft copy. DELNET facility is availed enabling National Level Digital sharing experience. Team of dedicated, experienced and well qualified faculty members supported by other staff members formulate the attainment of educational objectives possible. Exclusive Training and Placement department enhances the employability skills of students through systematic training sessions on soft skills, aptitude skills and technical skills. The R&D section of the Institution has created its own impact on the Research & Development activities instilling research ambience and culture among faculty and students. The Departments of Mechanical Engineering is recognized as Research centers of Anna University, Chennai.

Vision

VISION

To emerge a top – notch institution in creating and disseminating knowledge, and providing students a unique learning experience in engineering and other areas of scholarship that will best serve the world and betterment of mankind. The institution will strive to serve the rural students and fortify the downtrodden.

Mission

MISSION

To carry out a practice to move ahead in knowledge in a meticulous academic and research environment and attract people in a gratifying and inspiring atmosphere by nurturing liberty, empowerment, ingenuity and novelty and to raise students and research scholar to serve humanity by attaining high levels of academic excellence, professional competence, exemplary values and spiritual empowerment.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength(S)

Well developed infrastructure.

Highly committed, dedicated and PG qualified staff.

College has One (01) Departments recognized as Research Centers of Anna University Chennai where students, irrespective of gender, can undertake research and work for a Ph. D. Degree.

Arranges NOBLE training for inspiration and resilience of competency.

Regularly Value Added Courses and add on courses are conducted to impart necessary skills to the students in order to fulfill industrial expectation.

Content beyond the syllabus are prepared by every staff in order to fill the curriculum gap between Industry and Institute.

Adequate, excellent and well maintained laboratory facilities and Center of Excellence.

The College library is automated with latest Modern software and the books are maintained through ILMS and OPAC software. Facility to access e-books and journals is available through DELNET.

Social awareness and social responsibility are instilled in the students through a extension activities.

Effective Leadership and coordination of staff and students. Well-structured mentoring system.

WiFi enabled campus with internet connectivity of 30 Mbps speed.

HT power supply backup capacity generators and 24 hours ATM facility at campus.

Ragging free and environment friendly green campus.

Providing scholarship to the students who outshine in sports and games and special concession for student of academic high performer.

Institutional Weakness

Institutional Weakness (W)

Less number of sponsored researches projects and patents.

Lack of autonomy to introduce new courses.

Majority of the students are from rural areas with Tamil medium of instruction at school level

Industrial consultancy related activity.

Adequate Industry Collaborative research output to be improved.

Institutional Opportunity

Institutional Opportunity (O)

Participating of students in many co-curricular and extracurricular activities to improve the technical and communication skills and leadership qualities.

Constant encouragement provided to the faculty members in research activities leads to publication from many faculty members.

Strong alumni network to further strengthen industry collaboration.

More innovative and collaborative research programs.

More entrepreneurship initiatives will be taken and create better entrepreneurs in the core Sector.

Institutional Challenge

Institutional Challenge (C)

Improving the communication skills of the students from rural areas with diverse background.

To improve the research publications with real time projects.

Filling the gap between the Industry requirements and the curriculum is a challenge.

Training the mixed (Rural and Urban) group of students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Criterion -1. Curricular Aspects

Chendhuran College of Engineering and Technology targets on Outcome Based Education (OBE) in all programmes and courses with clearly defined objectives and learning outcomes to align with the mission of the college. The 5 Under Graduate, 4 Post Graduate and 1 Ph.D Programmes offered by the institution caters to the

industrial need of engineering domain.

The Institute follows the curriculum prescribed by Anna University, Chennai. The Institute Academic Calendar is prepared in compliance with the academic schedule of the affiliating Anna University, Chennai. Department Academic Calendar is prepared in line with the Institute's academic calendar which includes various events like Value Added Courses, Guest Lectures, Workshops, Seminars, Symposium, Conferences, Industrial Visits and other Technical events. The Institute follows Choice Based Credit System (CBCS) as insisted by Anna University, Chennai for the regulation 2017. The students are encouraged to choose inter-disciplinary, intra-disciplinary courses that are offered as elective courses.

The curricular gaps are identified and certificate/add-on/value added courses are conducted to complement student's knowledge and skills in their field of study. The main objective is to equip the students in current technologies as per the industry need and also to reduce the gap between academia and industry.

The Institute improves the soft-skills of the students by imparting training. The students receive skill oriented knowledge by attending internships, projects and industrial visits. The institution encourages the faculty to participate in refresher courses, faculty development programmes and workshops to keep themselves updated.

The feedbacks are collected from various stakeholders and suggestions are implemented for continuous improvement in curriculum. Thus the institute ensures the effective implementation of curricular aspects.

Teaching-learning and Evaluation

Criterion -2.

An academic institute's success lies in its teaching and learning processes, in which each stakeholder plays a vital role in achieving it. The state government of Tamilnadu governs engineering admission for UG and PG through a centralized admission process. The teaching schedule is meticulously planned in accordance with the University's Calendar of Events and the institution academic calendar. Flexibility is included in the preparation to develop and implement custom made Learning methodologies (Collaborative, individual, experiential, problem solving, etc.) to improve learning occurring at different students. Students are encouraged to think critically and be innovative and creative in tackling assignments, projects and other tasks assigned to them. Institute creates and meticulously follow Mentee- Mentor strategies for stress-related problems and seeks to create successful solutions for slow and advance learners.

The college refers to both the knowledge and the intellect aspect of the update Bloom's taxonomy to ensure the quality of teaching, learning and assessment processes. We have a centralized review committee to administer internal assessments and semester-end exams. High quality and transparency are maintained in the systems of research and evaluation. As a learning organization, we have always engaged in a continuous process of obtaining feedback from different stakeholders in a formal-informal manner and has enriched the teaching learning processes. Institute strictly follows the associated university's directives to maintain the required student, full-time faculty ratio, ensuring quality education. The standard of the faculty present at the institute is demonstrated by their number of awards and recognitions. Despite the associated university's exam pattern, the institute follows a cycle of ongoing assessment with accountability. Unique COs describes all courses including theory and laboratory and are available on the website. Timely student satisfaction surveys are administered, and input is reviewed for appropriate action in the respective committee.

Research, Innovations and Extension

Criterion -3.

The Institution provides priority for the activities of Research and Development. The R & D activities are executed by the Research Coordinator of the Institution who had continuous interaction with the Head of the Departments and Faculty members of all the streams to monitor students' design & fabrication projects, analysis and simulation oriented projects. The faculty members are rewarded suitably if they get funded projects from reputed organizations like AICTE, UGC, TNSCST and other funding agencies. Research Grants are received from government organization for carrying out innovative projects through Entrepreneurship Development Cell and other Projects under Research Promotion scheme are in the pipeline. The institution has received a funded project PMKVY (PRADHAN MANTRI KSUSHAL VIKAS YOJANA) for technical institute for the academic year 2016-17 from AICTE, New Delhi, EDII. The seminar and workshop on Research methodology and Intellectual Property Rights for the enhancement of the faculty who pursue research programmes and doing research projects were conducted. The Center of Excellence and project laboratory have been provided for the effective utilization of carrying out the project works. It is evident that our institution has done social welfare measures in every year through NSS, RRC, YRC and rotract etc., The AICTE and other bodies have given the recognition and awards pertaining to the promotion of the social awareness. The institution has MoUs in collaboration with various industries and corporate sectors in order to offer internship, in-plant training and field trip for the upliftment of the students' skill.

Infrastructure and Learning Resources

Criterion -4.

Physical Infrastructure:

Chendhuran College of Engineering and Technology was established in the year 2008. Our Institution has well planned infrastructure, comprising of 8 ICT enabled class rooms, 4 Smart class rooms, 2 drawing halls, 4 seminar halls and board room. The seminar halls are equipped with LCD projector, computer with internet connectivity and public address system. Our Institution has 28 Laboratories with required equipments and required software for all the departments. All the laboratories are equipped with safety measures like Fire Extinguishers, First aid box etc.

Internet and ICT resources: The college is facilitated with 281 computers that are accessible to the students and the staff members for academic, research and online examinations. The entire campus is monitored by CCTV facility. The CCTVs are installed in the college campus at Main Block, Mechanical and Civil Block , library etc. which assist to monitor the campus activities. Software is purchased and license is renewed as per norms. Internet Bandwidth connectivity is upgraded based on the requirements. Wi-Fi connectivity is provided for the entire campus.

Library Resources:

Our Central Library which covers an area of 416.52 Sq. m. The library has developed with collection of books and Journals in Science, Engineering, Technology, Humanities and Management. It maintains separate collections of reference books, back volumes of journals and compact discs. The library is using Auto Lib OPAC (Online Public Access Catalogue) and the users can search the Library Online Catalogue by author's

name, title, subject and keywords which is available on the campus LAN. The total collection of library books around 28271 volumes, National, International Journals and Magazine.

Maintenance of Campus Infrastructure:

Our Institution has a maintenance team that carries out the maintenance of buildings, classrooms, seminar halls, and laboratories. The Maintenance team is headed by an Public Relation officer, who monitors the work of the Campus Supervisor at the next level. Major works are completed during the winter and summer vacations, and minor works are completed as needed without interfering with academic activities.

Student Support and Progression

Criterion -5.

Chendhuran College of Engineering and Technology has a Vision to mould the young budding technocrats in to true citizens through continuous support and enhancement of capabilities through various schemes and opportunities like, PMSS Scholarship, Government school students scholarship and other - the scheme offered by the Government of India and Tamil Nadu of Institutions that supports and enhances the learning of poor and meritorious students by reducing their financial burdens with fee concessions based on the cut off marks.

CCET Sports Scholarship - another wonderful scheme for supporting the talented students in sports and games through search hunt in the state. Those students who have achieved records in state or national level games are fee waiver opportunity and concessions.

Capabilities of the students are tuned and promoted by various activities like soft and technical skill development toward better qualities of leadership and life skills. Student council - Opportunities are wide opened to students to participate and experience administrative practices through Student council, numerous clubs and committees functioning in the college.

Anti-ragging committee - The future graduates are given freedom to nurture and flourish in learning toward their vision with protection and redressal polices through Anti Ragging through sound and speedy actions.

The Alumni Association seeks to unite graduates with each other and the current students through mentoring and career development programs, events and reunions and a range of volunteer opportunities.

Governance, Leadership and Management

Criterion -6.

An effective and transparent governing system is followed by our Institution in tune with the vision and mission of the Institution. The quality technical education with strong fundamentals and professional ethical standards is imparted by our Institution to enable students to make advancement in their respective field of study. An efficient participative management is practiced by the leadership of the Institute to bring the excellence by the established structure of the organizational system. The decentralization concept is clearly defined with respect the organizational structure. The Principal is the Academic and Administrative head of the college and responsible for the implementation the Vision and Mission of the college.

All important decisions regarding the commencement of new courses, expansion of infrastructure, formulation and promulgating of strategy are approved by the CEO and Management. The implementation process is further discussed with the Principal and Heads of the departments for execution. The service rules and procedures are clearly defined for each functional body. The regular meetings are conducted effectively for the various committees, functional bodies, working cells. The Institution has implemented e-governance to make the process simple, accountable, transparent and better reach.

Faculty development programs are conducted for technical and administrative staff members. For the benefits of teaching and non-teaching staff, professional development/administrative training programs have been arranged in the campus. The faculties and students benefitted with financial support for attending the conferences/workshops. The institution has effective welfare measures for teaching and non-teaching staff. As per the budget, financial resources are made available for the effective functioning of the college. A well defined mechanism prevails to monitor the usage of funds. As per the budget, financial resources are made available for the effective functioning of the college.

For the effective implementation of the Quality processes, the IQAC is responsible. Regular meeting is conducted by IQAC and subsequently the AQAR is sent to NAAC. The Academic and Administrative Audits are conducted by IQAC and based on the observation of reports, the quality recommendation are given. The compliance of academic and administrative procedures and their continual improvement is ensured through systematic audit by IQAC.

Institutional Values and Best Practices

Criterion -7.

Women empowerment Cell of Chendhuran College of Engineering and Technology conducts sensitization programmes for creating awareness on women's issues and motivating them to achieve their goals and make them aware of their rights. The college takes initiatives in exhibiting innovations in areas like rainwater harvesting, organic farms, RO plant, solar energy, and massive plantation of saplings. The college is committed to keep the campus green and serene and has taken initiatives to minimize the use of plastics. The college takes initiatives to impart awareness to the society regarding the crisis issues and organizes rallies. Our college takes more care in providing a student a good environment to learn thus aim to mould him into good citizens of India. In order to achieve this, we conduct various programs whether it is through Science day celebration, remembrance day of Dr. APJ Abdul Kalam we try to instigate in the minds of budding engineers the sense of gratitude towards the achievers and in turn get motivated to think innovatively. The student council plays a major role in addressing the major issues of the students and see that it gets solved with the support of the dedicated faculty members. To enhance the leadership qualities the college gives opportunity to the student in organizing cultural events college day. The effective mentoring through student adoption scheme and continuous monitoring college establishes classroom discipline. The college has various committees working meticulously for the student's safety and security and tries to protect the student's right by providing a fearless and carefree environment. The counsellor is appointed to address to the psychological and academic aspects of their life.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	CHENDHURAN COLLEGE OF ENGINEERING AND TECHNOLOGY
Address	Chendhuran College of Engineering and Technology, Lena Vilakku, Pilivalam Post, Thirumayam(TK), Pudukkottai-622507.
City	Pudukkottai
State	Tamil Nadu
Pin	622507
Website	www.chendhuran.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ganesh Babu K	04333-294499	7373755537	-	admin@chendhuran.in
IQAC / CIQA coordinator	Ashok Kumar	-	9791547316	-	ashokccetmech@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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Date of establishment of the college	28-06-2008			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name		Document	
Tamil Nadu	Anna University		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	10-07-2021	12	

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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	Chendhuran College of Engineering and Technology, Lena Vilakku, Pilivalam Post, Thirumayam(TK), Pudukkottai-622507.	Rural	13.47	24018

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,Computer Science And Engineering	48	HIGHER SECONDARY AND DIPLOMA	English	60	19
UG	BE,Civil Engineering	48	HIGHER SECONDARY AND DIPLOMA	English	60	15
UG	BE,Electrical And Electronics Engineering	48	HIGHER SECONDARY AND DIPLOMA	English	60	10
UG	BE,Electronics And Communication Engineering	48	HIGHER SECONDARY AND DIPLOMA	English	60	4
UG	BE,Mechanical Engineering	48	HIGHER SECONDARY AND DIPLOMA	English	120	17
PG	ME,Computer Science And Engineering	24	UNDERGRADUATE IN ENGINEERING	English	18	3
PG	ME,Commu	18	UNDER	English	18	2

	nication Systems		GRADUATE IN ENGINEERING			
PG	ME, Manufacturing Engineering	18	UNDER GRADUATE IN ENGINEERING	English	18	2
PG	ME, Structural Engineering	24	UNDER GRADUATE IN ENGINEERING	English	24	7
Doctoral (Ph.D)	PhD or DPhil, Mechanical Engineering	18	POST GRADUATE IN ENGINEERING	English	5	1

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	5				4				62			
Recruited	3	2	0	5	3	1	0	4	27	35	0	62
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				20
Recruited	8	12	0	20
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				3
Recruited	2	1	0	3
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	1	0	2	0	0	0	0	0	6
M.Phil.	0	0	0	0	0	0	5	14	0	19
PG	1	0	0	0	0	0	22	23	0	46
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	145	0	0	0	145
	Female	49	0	0	0	49
	Others	0	0	0	0	0
PG	Male	10	0	0	0	10
	Female	12	0	0	0	12
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	47	20	0	5
	Female	19	7	0	4
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	122	72	0	20
	Female	33	27	0	5
	Others	0	0	0	0
General	Male	2	2	0	1
	Female	1	6	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		224	134	0	35

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Multidisciplinary/Interdisciplinary: The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. The growing emergence of epidemics and pandemics will also call for collaborative research in infectious disease</p>
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	<p>management and development of vaccines and the resultant social issues heightens the need for multidisciplinary learning. There will be a growing demand for humanities and art, as India moves towards becoming a developed country as well as among the three largest economies in the world. India will similarly expand its institutes and universities studying all classical languages and literature, with strong efforts to collect, preserve, translate, and study the tens of thousands of manuscripts that have not yet received their due attention. Technical education will, thus, also aim to be offered within multidisciplinary education institutions and programmes and have a renewed focus on opportunities to engage deeply with other disciplines. India must also take the lead in preparing professionals in cutting-edge areas that are fast gaining prominence, such as Artificial Intelligence (AI), 3-D machining, big data analysis, and machine learning, in addition to genomic studies, biotechnology, nanotechnology, neuroscience, with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth. Institute will focus on research and innovation by setting up start-up incubation centres; technology development centres; centres in frontier areas of research; greater industry-academic linkages; and interdisciplinary research including humanities and social sciences research. Based on the deep understanding of the NEP 2020, the institute welcome the move and will participate in this area as per the direction from university.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>ABC can be considered as an authentic reference to check the credit record of any student at any given point in time. Thus, the concept of ABC is fuel to boost the efficiency of faculty and help students embrace a multi-disciplinary educational approach. The idea is to make students “skillful professionals” and help their overall growth. In a crux, the Academic Bank of Credits will be a game-changer in transforming Indian education to a great extent. • Increases the student’s freedom in choosing their courses and academics. • Enables the student to drop out in any year and then exchange the credits earned so far with a certificate/diploma if they are eligible. • They can redeem the credits and rejoin the same or any other institute in the future and continue their</p>

	education. One of the key futures of the NEP 2020 is ABC, the institute welcome the move and will participate in this area as per the direction from university.
3. Skill development:	The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. With climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the world's energy, water, food, and sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry, physics, agriculture, climate science, and social science.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	As per the instruction from Government of Tamil Nadu and Anna University this institute will involve in this activity.
5. Focus on Outcome based education (OBE):	Outcome based Education is nothing but the outcome of the students i.e. what is the role of the students after completing their Programme. Before going to deliver the lecturer in the classroom, the teacher should fix the outcome and decide the Curriculum. We should have the proper teaching learning methodology – what are the tools available for the course, Course objective, Program objectives of what we teach. There are 3 types of OBE i.e. Traditional OBE, Transition OBE AND Transformation OBE. Existing curriculum we have to write outcome with actual time table and normal class hours is traditional OBE. The student's wants to place in the industry, the teacher should be updated. Traditional OBE focused on the main loyalty, blooms taxonomy and knowledge. Transformation OBE focus that the students should be considered as the future citizen. Principles of OBE are designing; high expectation of the student and extended opportunities .The vision and mission of the department and college should be framed. The outcome is the student's position at the time of employment after getting degree. Program

	<p>outcomes, Program specific Outcome, Domain specific outcome should be designed. Outcome based education to skill and 5 units should have 5 outcome. PEO should be measurable, appropriate, realistic, time bound and achievable– based on the needs of stakeholders (parents, society and faculty also). Prepare program specific outcome. Learning outcome should be analysed at the end of the course. Faculty should try to develop learning resources like video files, audio files, open source software.</p>
6. Distance education/online education:	<p>NEP 2020 is excellent policy which envisions a complete overhaul and re-energising of the higher education system to overcome these challenges and thereby deliver high-quality higher education, with equity and inclusion. Online education (ODL) provides a natural path to increase access to quality higher education. ODL programmes will aim to be equivalent to the highest quality in-class programmes available. Further, unless online education is blended with experiential and activity-based learning, it will tend to become a screen-based education with limited focus on the social, affective and psychomotor dimensions of learning. As per the instruction from Government of Tamil Nadu and Anna University this institute will involve in this activity.</p>

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
325	278	336	342	325
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
10	10	10	10	10

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
306	497	747	833	892
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
249	0	249	249	249

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
176	220	192	186	224

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

Number of full time teachers year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
94	94	101	129	129

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
94	101	101	129	129

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 11

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
194.22	127	281.90	292.03	310

4.3

Number of Computers

Response: 281

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Curriculum Design

Chendhuran College of Engineering and Technology is affiliated to Anna University, Chennai and all the UG, PG and PhD programs are followed with the curriculum and syllabi framed by the University. Quality Indicators Framework (QIF) prescribed by National Assessment and Accreditation Council are considered by the Anna University.

Curriculum Planning

Institution Level Academic calendar is prepared at the beginning of each semester including working days, Government and local holidays, schedule of internal assessment and university examinations. Department wise Academic calendar is prepared in aligned with the Institution Level Academic calendar and it includes department activities such as guest lectures, seminars, workshops, symposiums, conferences, activities of various clubs, industrial visit/training, field trips, on job training, in-plant training, internship, value added courses, certificate program, Technical Expo, etc. Time table for the entire semester is framed with the provision of class and laboratory hours, seminar, project and library hours. Course allotment to Faculty members are based on competency matrix, experience and performance in previous years.

Curriculum Implementation

(i) Quality of Classroom teaching

Quality of the class room teaching is ensured using effective content delivery, interaction, discussion, examples, applications and usage of modern ICT tools.

(ii) Instructional methods and pedagogical initiatives

Institution practices outcome based education (OBE). The faculty members will prepare the course plan based on the academic calendar. Various Innovative Teaching & Learning methodologies and video lecturing is provided by faculty members to explain the real world problem with industrial illustrations, design issues, etc. Faculty members prepare the e-materials, demonstrates static & working models, simulations, animations and implemented projects in the department. Invited expert lectures (industrialists/academicians) are arranged to deliver the content beyond syllabus for bridging the gap between Industry and Academia. Tutorials/ E-learning classes, NPTEL lectures are practiced for participative learning with peer group concept. Assignments, Group Discussions and brain storming are encouraged for participative learning. Collaborative learning methods are encouraged to both students and faculty members to enrich knowledge and certification in the cutting edge technologies. Laboratory practices are mandatory to have hands-on experience. Students are motivated for presenting papers in seminars/conferences/journals. Well stocked library with reference books and magazine are available.

Curriculum Monitoring

HODs, Academic and Teaching coordinators are regularly monitoring the delivery of curriculum. Formal and informal feedbacks have been taken from the students in a regular interval. Effective mentor system is implemented. Class committee meeting is arranged periodically to express student's difficulties in the academic and administration.

Curriculum Quality

Department level IQAC regularly monitors the quality in curricular delivery. Periodic auditing of course file, class work, lab work, internal examinations and all the documents related to curriculum delivery is carried out and proper counselling is given to the defaulters.

Curriculum Analysis

Governing Council, Department Academic Advisory Committee (DAAC) and Program Assessment Committee (PAC) are formed to ensure effective curriculum delivery. The PEOs and POs are evaluated for the programme every year and it is analysed by the PAC and DAAC.

File Description	Document
Link for Additional information	View Document

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The College is affiliated to Anna University and the curriculum and syllabi prescribed by the university are strictly adhered to. Apart from this prescribed curriculum, the college has strategised ways and means to strengthen the teaching-learning process in the following ways:

- Advance planning of academic activities and calendar in alignment with the University issued calendar of events.
- Formulation of objective driven teaching plan at the beginning of the semester.
- Preparation of adequate learning materials (resources).
- Updated library facilities with e-journals and e-books.
- Maintenance of course files by all faculty members which contain lesson plan, Notes of lesson, question bank and performance details of the students.
- Conduct of two unit tests and one model examination in each semester as per the academic calendar.
- Conduct of remedial classes for the slow learners.
- Entrusting the teaching faculty with the task of mentoring 15 students on academic and personal issues, thereby strengthening the bond between teachers and students, leading to a better learning atmosphere.

Based on the academic calendar, an action plan for the semester is prepared at the college level and communicated to the faculty and students through the HOD concerned.

In case, there is lack in the number of classes due to various extracurricular / co-curricular activities of the department / college, substantial instructions are given in the schedule to conduct classes on Saturdays if necessary.

There are several skill development courses, short-term value-added courses / certificate courses have been designed and introduced by the college in order to fill the gap between the industry and the

institute academic.

Each specialization offers at least one value added course relevant to the specialization every academic year. The total number of value-added courses implemented developed from year to year.

The centralized assessment exams are carried out as planned in the academic calendar. The question papers are evaluated by the program assessment and evaluation committee. The centralized valuation is carried out and the marks are uploaded in anna university web portal, where both the students and the parents can login and check the marks.

Distribution of university questions with question bank. Conducting Institutional tests as per the academic schedule. Standard paper evaluation and uniform review. Identifying slow learners, conducting coaching class and effective practice test. E-learning, Power point presentations, assignments and technical seminars etc. Conducting Parents meeting and students counseling has been done along.

Feedback from the students, faculty members and review for preventive actions.

A viva voce is conducted for each experiments and model examination is conducted before the commencement of university practical examinations. All departments arranges industrial visits, encourage and supports the students in undergoing In-plant training in industries in the vacation, supports the students in obtaining Industrial projects and internships with stipend in various institutes/ research organizations.

File Description	Document
Link for Additional information	View Document

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: D. Any 1 of the above

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective

course system has been implemented**Response:** 90**1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.**

Response: 09

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years**Response:** 99**1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
16	22	20	21	20

File Description	Document
List of Add on /Certificate programs	View Document
Link for Additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years**Response:** 90**1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
291	445	658	764	763

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

The Institution integrates Cross-cutting issues of the society like Moral Values, Human

Values, Professional Ethics, Ethical Values Gender Equality, Environmental Awareness, which are inseparable part of the curriculum.

Moral Values, Human Values & Professional Ethics:

Twenty one days Induction programme related to values and ethics is an integral part of the curriculum of the first year. The course "Professional Ethics" Students will be able to understand the importance of ethics and values in their personal, social & professional life after studying these courses. 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 Right Day, International Yoga Day etc. These celebrations nurture the moral, ethical and social values in the students.

Gender Sensitization:

The college has Women Grievance Cell and Grievance Redressal Cell to provide counseling to students, promote gender equity among students and also deal with related issues of safety and security of female students, staff and faculty. The college campus is secured with CCTV and high level security. There are separate Boys & Girls hostel (In-campus) for providing the safe environment to all students.

Environment & Ecology:

The course “Environment & Engineering Geo informatics application in Engineering ” related to ecosystem, its balance & sustainability is an integral part of the curriculum of the second year. University prescribed this course for creating awareness and developing importance of environment among students. Awareness about Environment is necessary for the protection of the environment and survival of human life. The basic aim of this subject is to make the students aware about the importance of ecosystem to human life. The College has an integrated rain water harvesting System. The waste water is reused for gardening in the college campus . There is an extensive ongoing tree plantation program. College celebrates the day of National importance as Earth day, Environment day and Ozone day. Keeping in view the environmental aspect.

The college organizes workshop/ seminars on Environment & Ecology to make students aware about efficient use of natural resources.

File Description	Document
Any additional information	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 28.65

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
97	78	97	91	97

File Description	Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Any additional information	View Document

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

Response: 64.71

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

Response: 198

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: A. All of the above

File Description	Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. Feedback collected, analysed and action taken and feedback available on website
2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 32.53

2.1.1.1 Number of students admitted year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
43	0	154	259	293

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
438	0	462	462	462

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 32.53

2.1.2.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
34	0	101	122	148

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

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

Response:

Bridge Course

The ability to measure strengths and weaknesses of the students is the place where lies the potential of the teachers. Induction/orientation program conducted from.....to.....by all the departments at the beginning of the academic year..... This is undertaken as an effort on our part to identify the shared knowledge of the students at the entry level and to train them accordingly.

Policy on Advanced and Slow learners:

Assessing of learning is an inevitable process in teaching -learning. This assessment is being done by examining students' performances in all sort of competitions (cycle tests, assignments, seminars, etc.,) he/she is going through.

The above said assessment processes make teachers well- acquainted with students' ability. In order to mould the students, these assessments are used as a tool to categorize them. They are mainly Advanced and Slow learners.

The factors which are helpful to categorize students as advanced learners are as follows:

1. Students who secured above 60% of marks in all the test conducted.
2. At the end of all the tests, the advanced learners undergo a verification process whether they secure above 60% in remaining tests.

Methodology to encourage Advanced learners:

1. Special programs were introduced exclusively for the so-called advanced learners to equip themselves in the areas they were interested in.
2. They are having the access in the following fields to bring their special talents out:
 - They are allowed to take up presentations in various topics where their interest lay.
 - They are allowed to go on internships which help them to improve their skills more deeper.
 - They are encouraged to take certificate courses like NPTEL, TOFFEL, etc.,
 - Even the advanced learners act as a guide to the slow learners which help both the groups to grow intellectually.

Methodology to slow learners:

Some of the students in a class are termed as slow learners, when they cannot learn things at an average speed. These students are given a special and keen attention. And they are provided with the following facilities:

- The identified slow-learners will be under the keen observation of the concerned teachers. And there is a interaction taking place among teachers, students, and parents time to time.
- These slow-learners are also provided with periodic remedial classes and special coaching classes. This help them to overcome the difficulties in understanding.
- Periodic counsellingis being given at the close of the semester to face the examinations with confidence.
- Parent-teacher meeting is also conducted to monitor these students with their progress in learning.
- They are motivated to participate in extra curricular activities according to theirinterests.

Syllabus

Unit I

Introduction to the uses of grammar in writing, parts of speech, and uses of link words.

Unit II

Giving reading practice, strategies for reading, and types of reading.

Unit III

Vocabulary enrichment, sentence making, and tenses.

Unit IV

Articles, homophones and homonyms, phrasal verbs.

Unit V

Comprehension, direct and indirect speech.

File Description	Document
Past link for additional Information	View Document

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

Response: 3.26

File Description	Document
Any additional information	View Document

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

Response:

Enhance the Students,

There are different methods adopted by faculties which include,

Lecture methods, Interactive methods, Project-based learning, Computer assisted Learning, Experimental Learning, etc. Which must be student's centric, special lecture and great illustrations, Teaching-Learning activities are made effective. Field study make the students acquire firsthand knowledge on their respective subjects. Besides having conventional presentation method, Power Point Presentation, digital plant form and I CT tools are also used to make the class room lively.

Lecture Methods:

This is a traditionally followed teaching method in which the teacher will interpret, explain and revise content of a text (Or) technical Concepts for the belts understanding of the subject by the Learners.

Interactive Methods:

By making students participate in Group discussions, Rob-Play, Quiz Programs, News analysis, educational games and questions and answer on current affairs, related concept of the subject learning process is made interactive so that students get involved in learning eagerly.

ICT Enabled Teaching:

Modern pedagogy is adopted by the institution in accordance with emerging trends in teaching-Learning. The institution has the essential equipments such as WIFI enabled Class rooms, LCD Projectors, Language Laboratory, Smart Class Rooms, and E-learning resources. It is the enhance the knowledge of faculty Members and students.

- The department of Science and Humanities and engineering department's soft skill training programs for all the students with the help of Language Laboratory, Where the software is effectively used for the students to acquire the four language skills.
- The Teaching - Learning is further supported by online references, motivational talks, and educational videos WIFI are installed to support educational activities of both students and staff members.

Case-Study Analysis and Discussing:

- To develop critical thinking, Communication Skills, and Group dynamics, case-study method is helpful for the teachers.

Group Learning Methods:

Group learning process which comprises for 10 students in a group where, there is both Active and slow learner. It helps the slow learners to develop their critical thinking, interpersonal skills and communication skills.

Project-Based Learning:

All the Post-Graduate and final level have to do project works which were very well assisted by the teachers.

Experimental Learning:

Visual aids, Periodical industrial visits, organizing exhibitions, Presentations, Participating and conducting quiz programs are of great used to make Teaching – Learning easy.

Student seminars:

Students are encouraged to Present papers in seminars where they can have great exposure about the Latest development in their field

of study.

Internship:

- Internship program is organized even from the first year students to have a clear idea about different industries.

File Description	Document
Link for additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

The classrooms and laboratories are ICT enabled with projectors installed and the campus is enabled with high speed Wi-Fi connection which is accessible to both the staff members and students. The faculties are using the various ICT enabled tools such as computers, DVDs, Mobile phones, Compact Discs, LCD Projectors, etc., This has improved the network and communication across the campus as it has given reliable and fast wireless and LAN connectivity.

1. **Google classroom** is used to manage and post course related information- learning material, quizzes , lab submissions and evaluations, assignments, etc.
2. **Virtual labs** are used to conduct labs through online mode.
3. The PPTs are enabled with animations and simulations to improve the effectiveness of the teaching-learning process.
4. The online learning environments are designed to develop students to have the ability to solve problems in critical situations and come out with great decisions which can make them great leaders.
5. Media lab facility is used to create video lectures and upload in appropriate platforms for students to use that as an extra learning resource and students are motivated to see educational videos on YouTube themselves.
6. Lab manuals are mailed to students well in advance in which the experiment is performed so that they have learnt how to work in laboratories.
7. Online quizzes and polls are regularly conducted to kindle student's interest in their field of study.
8. Analytical subject like mathematical subjects in online mode, teachers have used various online tools like- whiteboard in Microsoft teams, Jamboard in Google meet, etc.
9. Technology is made available to each and every student of the college with a 4:1 student -computer ratio.
10. Highest repository of e-books and journals among the central universities in the country are available at any time in the digital library of the college.
11. In the very beginning of the semester, academic plan with budget, lesson plan, lab manuals, and question banks with solutions are made available.

12. USB Hard Disk containing web and video courses (offline) for NPTEL are accessible to the faculties and students from the server installed exclusively in the library.

13. All the departments conduct seminars, workshops, and great lectures on the new developments in the core subjects for making the teaching and learning process an effective one by the faculty members and students. It is strictly followed in each semester.

File Description	Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

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

Response: 3.12

2.3.3.1 Number of mentors

Response: 98

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 98.61

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 4.67

2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	5	5	5

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

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

Response: 3.23

2.4.3.1 Total experience of full-time teachers

Response: 303.9

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

The efficient and smooth conduct of examinations and timely declaration of the results can be ensured only with the cooperation of all the stake holders including teaching, non-teaching and administrative staff. They are expected to be aware of the various procedures and time schedules which they should adhere to. The invigilator is expected to be tactful while dealing with complex situations and not to disturb the tranquility in the exam hall. In case of any problem he/she may bring the matter to the notice of the Examinations Coordinator (EC). Generally, scheduled forenoon session Examinations start at 10.00AM and afternoon session examinations start at 2.00PM. Invigilator should arrive at the venue at least 30

minutes before the start of the examination. Adjustments/ interchanging duties among the invigilators are not permitted. Adjustment in the invigilation duty should be informed to the Examinations Coordinator (CE) one day prior to the date of duty assigned with alternative arrangement made in case of absence.

Invigilators should check the material supplied by the EMS section before going to the Exam Halls Insist the candidate to enter the examination hall as soon as possible Let the candidate to deposit their bags, wallets, books, laptops etc. in the designated area before going to their allocated desk and enter in to hall with ID Proof. Insist the candidate to display ID card and Hall ticket on the top right hand corner of the desk, so that an invigilator can check it

Complete taking the attendance and other formalities in the first half an hour of starting of the examination. If any student is resorting to Unfair means/ malpractice at any point of time, it should be reported the EMS Examination Coordinator EC with written complaint mentioning the incident and handover the student to the along with the answer booklet, question paper and the forbidden material if any. . No other member is allowed into the examination hall during the examination except the staff involved in the examinations. Explanation will be called for from the members who violets.

Candidates are permitted to leave the examination hall only after one and half-an-hour from the commencement of examination. Evaluation is done with transparency based on different parameters like Teachers Assessment, Practical Records, Performance and Viva-Voce. Assignments questions are discussed with students. The students submit two assignments through online due to Covid '19. Due to covid' 19 Situation, the routine examinations CT-1, CT-2 & Model Exam were Conducted through online mode. Different plat form such as gmail and google class room are used to conduct the examination at correct manner.

The Question papers are sending through the electronics plat forms and the answer scripts are received from the same plat form. The University examination was conducted through online mode at the platform of google class room.

File Description	Document
Link for additional information	View Document

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

Response:

Mechanism to deal with internal examination related grievances, the college follows strictly the guidelines and rules issued by university while conducting internals and semester-end examinations. The schedule of the internal examination is decided at the beginning of the session, in the form of academic calendar, a student has to appear in 2-cycle test and 1-model examinations. A teacher have to take unit test, which may be in the form of written test on subject or by other method, which the subject teacher decides. At Institute level, an examination committee, comprising of a senior teacher as convener and other teaching and non-teaching staff as members, is constituted to handle the issues regarding evaluation process. The marks of unit test are shown in the classrooms and each student can ask about its performance. They can observe their test copies. Record of obtained mark is written in register. If there is any difference or discrepancy in their marks, it can immediately be corrected. If a student is not satisfied with the marks awarded even after resolved by the teacher, then he/she may represent the same to the HOD concerned. All such representations are taken positively and are reassessed by another teacher if necessary. The test copy of one student is allowed to interchange for observation to other student, at the time of distribution of the answer-sheet in the class rooms. Parents are informed about their ward's performance through SMS, Mail and post. Students are counseled by the faculty mentor, and remedial classes are conducted for students who have failed in the examinations. Retest for the Internal Assessment are conducted for Students who remain absent for internal exams due to genuine reason. Within a time bound the Internal Assessment marks are entered in the University web portal, by student's login, students can individually view their performance in the University portal. After showing the answer sheet to students, the copy of the student is kept in the internal-examination section. One may observe the marks and copy in the same session.

If students have grievances related to evaluation of university answer scripts it is intimated to the subject handling faculty and head of the department.

Students can bring their grievances by applying for the following evaluation procedure:

Re-Evaluation:

Students can apply for re-evaluation of their answer scripts within a week from the declaration of results if they are not satisfied with their results. The results of re-evaluation will be announced as per the university norms.

Challenge Evaluation:

If the re-counting/re-evaluation results are not satisfactory, a student can apply for challenge evaluation within a week after the announcement of the revaluation results. The evaluation process is carried out by two subject experts. Result will be announced before commencement of University Examination and the fees will be refunded to the students if he/she clears the paper. The entire process is maintained transparent and time bound by the university.

File Description	Document
Link for additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

Program Outcomes (POs): It represents the knowledge, skills and attitudes the students should have at the end of a course completion of their respective engineering program. Course Outcomes (COs): It gives the resultant knowledge and skills the student acquires at the end of each course, defines the cognitive processes a course provides. Program Outcomes (POs) , Program Specific Outcomes (PSOs) and course outcomes are communicated to the stake holders of the program by the following procedures. POs are communicated to employers and Alumni by sending mail and during the Alumni Meeting. During the class committee meeting and faculty meeting POs are reviewed among the students and staff members. Vision and Mission of Institute and department are informed to the parents during Parents Teachers Meeting. Course Outcomes (COs) are framed at Department advisory board meeting. Department advisory board frames course committee for each course with course handlers along with one subject area expert. The course outcomes and their mapping with program outcomes are elaborately discussed and derived by the course committee members. Even though the COs are given by the Anna University along with the syllabus, if necessary, the COs are modified and reframed by the course committee members (CC). COs are communicated to the students during the introduction class itself. COs along with lesson plan are printed and issued to the students during the first class. During the discussion of the course, the outcomes of the course are also focused. During the commencement of each unit and after the completion of the unit, the course outcomes are reviewed. Monitoring the progress of the students and communicating them during the progress of the course. Every class hour an environment is provided where teacher closely interacts with the students and the student freely expresses his difficulties. Assignments are provided in between the internal tests and the performance of the students in them indicates if the student has assimilated knowledge about the subjects that were taught. The three internal test marks indicates the performance of students. The college through individual department communicates to the parents the marks the student has earned during the three internal tests so that the parents are aware of the performance of their wards and corrective actions can be initiated by their parents. Based on performance of students in three internal test and model exam internal marks are allotted for each student through Anna university web portal entry. Students can check the internal mark by log in with their student id in Anna university website (coe1.annauniv.edu) The average pass percentage of the class in the end semester examination is also an indication of the general progress of the class as a whole.

File Description	Document
Past link for Additional information	View Document

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

Response:

Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution. Response: We offered Under Graduate, Post Graduate and Research programs and courses under the Faculty of Engineering. For these programs and courses, the institute followed the curriculum designed by the affiliated university. The Programme outcomes and course outcomes are evaluated by the

institution and the same are communicated to the students in the formal way of the discussion in the classroom and departmental notice board. The assessment of teaching and learning activities which is validated through distinct mechanisms, it follows **two different strategies** to validate Outcome Based Education through **direct and indirect methods**. In the first stage, Course Outcomes (COs) are mapped with the respective Programme Outcomes (POs). In the second stage, the Course Outcomes and Programme Outcomes are validated through examination system. The students' ability to remember and understand are tested through Multiple Choice Questions, Short Answer Questions, Quiz, Snap Test and Oral Test, whereas their ability to apply, analyse, evaluate and create are assessed through Essay Type Questions, Assignments, Practical Examinations, Field Report, Internship and Project Works. The institute follow the method to calculate the **examination attainment** levels of the courses, by fixing threshold value of pass percent of students getting 50 percent of marks weighted as 1, pass percent of students getting 50 to 60 percent of marks as 2 and pass percent of students getting above 60 percent of marks as 3 for both Continuous Internal Assessments and Summative Examinations. Overall attainment = [(Assumed Test Weightage * Direct Attainment Value) + (Assumed Feedback Weightage * Feedback Value)]. In the third stage, the College assesses the direct attainment of each Course Outcome (CO) with Programme Outcomes (PO) and Programme Specific Outcomes (PSOs) using the following formula Course Attainment Level * Mean value of the Concerned PO. After measuring attainment of POs and COs, it has been observed that the strength of the students as well as passing percentage of the students is increasing progressively. The analysis of the results will be placed in the meetings of the Academic Council at the Departments. The IQAC initiates appropriate steps to ensure quality of the programmes. Even we took feedback from all the stakeholders in this respect and try to take necessary steps accordingly. Subsequently, the College took care of the attainment to measure the POs, and COs and implemented the mechanism as follows:- The institute followed the Academic Calendar of affiliated university. All the subject teachers maintained Academic Diary in every academic year. All the subject teachers prepared Semester-Wise evaluation Reports. Internal examination committee analyzed evaluation reports of results.

File Description	Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 66.28

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

2020-21	2019-20	2018-19	2017-18	2016-17
115	171	149	127	158

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

2020-21	2019-20	2018-19	2017-18	2016-17
169	234	220	215	249

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.68	
File Description	Document
Upload database of all currently enrolled students (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, Chairs 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, Chairs in the institution during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description

Document

List of endowments / projects with details of grants

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 1.06

3.1.2.1 Number of teachers recognized as research guides

Response: 01

File Description

Document

Institutional data in prescribed format

[View Document](#)

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 1.96

3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	1

3.1.3.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
9	9	11	11	11

File Description	Document
List of research projects and funding details	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

The environment friendly of our institute has created an ecosystem for Research and Innovation by recruiting & developing desirable human resource, taking initiative for creation & dissemination of knowledge and establishing state of the art infrastructure. The details are as under:

1 Creation and promotion of Innovation: The College has created an Entrepreneurship Development Cell (EDC) and Institutional Innovation Council (IIC) for promoting innovation & entrepreneurship activities. The formation of IIC is as per the guidelines of MHRD & AICTE. Students are encouraged to present their innovative working project models & products through annual project contest fest conducted every year. The contest witnesses the participation of more projects across all the departments. Few the outstanding project ideas are identified for commercial product development or submission to agencies for research funding.

2. Center of Excellences: The faculty & students are encouraged to take up research & developmental activities by utilizing the existing resources.

3. Human Resources: The institute recruits dynamic & highly qualified faculty to mentor and channelize the young minds. Institute has taken an initiative to encourage the faculty members to pursue their Ph.D

work. Faculties are also encouraged to participate in various skill enhancement programs under govt. schemes.

4. Research infrastructure: The College has a Research Cell to motivate the faculty members to write research projects and submit it to various supporting agencies like DRDO, DST, AICTE, DBT, SERB, UPCST, etc. Research Cell also helps to create research culture among faculty members and students.

5. Collaborations: The College has collaboration with Sastra University, Thanjavur under which our students get an opportunity to undertake research internship during summers.

File Description	Document
Paste link for additional information	View Document

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

Response: 21

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

2020-21	2019-20	2018-19	2017-18	2016-17
04	05	04	04	04

File Description	Document
List of workshops/seminars during last 5 years	View Document

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 3.5

3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Response: 7

3.3.1.2 Number of teachers recognized as guides during the last five years

Response: 2

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 0.5

3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
25	13	4	5	8

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

3.3.3 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: 0.24

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

2020-21	2019-20	2018-19	2017-18	2016-17
25	1	0	0	0

File Description	Document
List books and chapters edited volumes/ books published	View Document

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

The institute promotes regular engagement of faculty, students and staff with neighborhood community for their holistic development and sustained community development through various activities. Every Year, programme are organized under which students and staff participate voluntarily in community based activities with neighborhood. The college runs effectively National Service Scheme and Youth Red Cross society and various clubs for betterment of student and staff at the campus and the society around the campus. With the help of the active committee various awareness programs, workshops, rallies and road shows with themes like cleanliness, green environment & tree plantation, gender sensitization, traffic rule awareness, demonetization and digital payment, and empowerment of girls and women; and COVID19 awareness programme are organized. Continuous voluntary activities by students to maintain cleanliness in and around the Campus, create awareness about the role of clean environment in human health, More than 10 Blood Donation camps have been organized. Awareness of Legal Rights Awareness of Oral Health (Aim to Terminate Tobacco and Cancer). Health Checkup Camp Impact & Sensitization: Exposure to extension and outreach activities sensitize the students towards social issues and also to legal and social remedies for matters like domestic violence, dowry, child abuse, beggars, female child, victims of violence, old and infirm, refugees and displaced persons, awareness about usage mobile application for girl student in case of any violence etc.

The activities conducted lead imbining the values of social responsibility such as:

1. To help people in need and distress
2. To understand and share the need of under privileged children
3. To promote cleanliness in all spans of life and common places, Juggi areas.
4. To acquire social values and a deep interest in environmental related issues.
5. Understand the human value and develop healthy relationship to society.

All these mentioned activities have positive impact on the students and it developed student community relationship, leadership skill and self confidence of students. It also helped in cultivating hidden personality of students and created awareness among students.

Learning outcomes of the activity:

1. Enlarge the knowledge of societal issues and problems and to search best and affordable solution by getting involved with their lives.
2. Build up relation and tie up with organizations/NGO to carry forward humanitarian work in future.
3. Develop a passion and brotherhood towards community, affected people/animals and destitute.
4. Develop skill and aptitude for problem solving.
5. The skills developed include social skills communication skills, management skills, leadership skills, analytic skills, perceptual skills etc

File Description	Document
Paste link for additional information	View Document

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description	Document
Number of awards for extension activities in last 5 year	View Document
Any additional information	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 21

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	4	4	3	4

File Description	Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document
Any additional information	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**Response:** 73.8**3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
448	518	335	297	338

File Description**Document**

Average percentage of students participating in extension activities with Govt or NGO etc

[View Document](#)**3.5 Collaboration****3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year****Response:** 813**3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
119	121	105	234	234

File Description**Document**

Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship

[View Document](#)

Any additional information

[View Document](#)**3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years****Response:** 10

3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
8	1	0	1	0

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The College created with a well maintained lush green campus spread over 13.7 acres of land ensuring adequate availability and optimal utilization of physical infrastructure for teaching learning and extra and co curricular activities. It is equipped with modern facilities and learning resources to achieve academic excellence according to its vision and strategic objectives.

The infrastructure facilities and learning resources are categorized as under:

- (a) Learning Resources include resources and infrastructure required for library, laboratories, computer centre, class room teaching, events, meetings and conferences.
- (b) Support facilities include hostels, non-resident students' centres, canteens, convocation hall, seminar halls, committee rooms, sports grounds.
- (c) Utilities include safe drinking water, restrooms and power generators.

Classrooms:

College encompasses sufficient number of well-furnished, well ventilated, spacious classrooms equipped with LCD projectors per departments for conducting theory classes and various program related to teaching learning.

Technology Enabled learning facility:

The college has ICT classrooms where the provision of multimedia learning tools, Wi-Fi connectivity and internet access for all digital class rooms in each department.

Seminar Hall:

The college has seminar halls in each floor of both buildings. These halls are regularly used for conducting national / international seminars at the college. The students are promoted for active involvement in paper presentations, group discussions, etc.

Tutorial rooms:

Each department is provided with separate tutorial rooms in the college campus for tutorial lecture, doubt clarification and special remedial classes both weak and needy students.

Laboratories:

All laboratories are well equipped with state of the art equipment and facilities. All the laboratories are established as per AICTE and Anna University, Chennai norms. These labs are utilized for conducting practical classes as per the requirements of the curriculum. Labs are also utilized for technology learning & training as a part of teaching contents beyond the syllabus.

Wi-Fi:

The entire campus is Wi-Fi enabled with 24/7 internet facilities to the students and staff, having available band width of 50 mbps. Internet facility is available in whole campus including labs, classrooms, library, office and all departments.

Library:

The institute has library is fully computerized by automating the issue of books with bar code reader. The library has 27976 titles covering all major fields of Science and Engineering. Excellent Resources are available for self-learning at library Access to library and books. Library has a collection of 27976 books covering all major fields of science and engineering. Access to NPTEL Video/Web Course (511 Title Video. & 418 Title Web) Membership of National Digital Library. Local chapters of NPTEL. Access to popular Digital libraries like IEEE. Explore, Springer Nature, ASCE, ASME, Elsevier, Science Direct, Taylor Francis etc., National Digital Library. Access to CDs, e-journals through multimedia computers with internet connectivity in order to encourage online learning- Library has 126 journals.

Alternate Power Supply:

To ensure regular and reliable and alternate power supply, CCET has invested in multiple solar plants and power generator set at various locations with a total capacity of approximately 180KWp.

File Description	Document
Paste link for additional information	View Document

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

The College provides a state of the art infrastructure that gives the students excellent learning opportunity as it is critically related to the vision of the college and hence the facilities provided are beyond the requirements of All India Council for Technical Education and The Anna University, Chennai. The institute having a well maintained campus spread over 13.7 acres of serene green land. Management believes in the all-round development of the students. The State-of-the-art **auditorium** with seating capacity of over 1000 act as a common ground for students, faculty and guest speakers of various fields for regular interfaces, conferences and other events. MoU's with industry and and research institute regular discussions are conducted regarding updates in various fields. There is a continuous and appreciable

encouragement for the students to participate in sports and culture activities simultaneously and thus they are awarded and rewarded accordingly. Library is integrated with browsing room with 10 computers to facilitate E-learning. The **Departments** are spacious and are equipped in accordance with the regulations. The college has various options to play various sports. Spacious and well equipped Sports room, where pupils can play in door games like table tennis, chess, caroms etc., Separate yoga class room where arranged for students and faculty members do meditate and even practice yoga. Qualified Physical Director has been appointed to take care of day to day games and sports activities of the student and staffs of the institute. Sports event competitions are conducted in the interdepartmental level in an academic year and the winners are awarded and rewarded accordingly. Through its excellent sports facilities, the college offers opportunities to students for regular work-out, lifestyle management and interaction. The outdoor games such as shuttle badminton, volley ball, throw ball, cricket, football, kabaddi, hand ball, kho-kho etc., are well practiced and played by the students. The **hostel mess** provides good quality, hygienic well-balanced food enabling students to experience a sense of “home away from home” while in campus. **Cafeteria** in the campus offers varied menu and comfortable surroundings, thus becoming student’s favourite hangout. **City Union Bank ATM** Centre is available at the campus. Solar panels have been installed in the campus as a source of renewable energy. Water treatment plant is present in the campus where the water is treated by **Reverse Osmosis (RO) plant** before supplied for drinking purpose. **Toilets** are provided in each floor with signage boards to make it easy for the stakeholders. We have ample **parking** for staffs, students, visitors separately with good road lanes and signage boards all over the campus.

Cultural Activities:

Students are very much encouraged to participate in the cultural events held in the college like Technical fests, Freshers Day, Annual Sports Day, Annual Day, Farewell etc., to exhibit cultural talents. Students are encouraged to participate various clubs/ Committees to enhance the hidden talent of them namely: Cultural Committee and Sports & Games Committee who play an excellent role for over all development of the student’s community.

File Description	Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 11

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 17.69

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
7.31	23.26	45.42	64.34	87.50

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

The Library plays a central role in enhancing the quality of academic and research environment in Education institutions. The Institute library is a place in the Institute where huge collections of academic books, journals, magazines, research projects, rare books, other knowledgeable books and newspapers are kept. These books are made available to the students to increase their knowledge and understanding on various subjects. The college library is an important hub of student life. There, student can check out books, conduct their research, find a quiet place to study, and maybe even flip through magazine. The students can extend their search with use of internet, e-books, e-journals etc. made available in the digital library. The Institute library exhibits positive impact on the academic achievement of the student. Students can perform better during examination and placement as students are explored to the knowledge through various means. The library also provides access to Internet as well as CD/DVD based electronic resources. It is automated using Integrated Library Management System (ILMS) computerized with Modern **Digital** Software. It also has access to DELNET under institutional membership. It has excellent ICT infrastructure with adequate bandwidth for fast and seamless access to Internet. Digital Library has 10 computer systems with internet connection.

File Description	Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: B. Any 3 of the above

File Description	Document
Upload any additional information	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 33.15

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
11.49	23.79	36.18	53.12	41.16

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for

online access) during the latest completed academic year

Response: 13.75

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

Response: 55

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Continuous up gradation of technology and the infrastructure is one of the quality policies of the institution. There are different digital technological facilities available in the college. There are 06-digital smart classrooms; A well equipped computer lab is also functioning in the college. The students of the college are access to the computer lab. Since the inception of the college i.e 2008 we had CRT Monitors, with INTEL P4 (Processor) RAM 1 GB, with the facility of internets. However at present we have upgraded with TFT Monitors of dual core with RAM 2GB and using a single internet system Leased Line with 500 mbps. There are 6 computer labs consists of 33 computers at each lab with Internet connectivity for the purpose of the students who opted computer papers as part of their course as well as for general purpose. All the required software as per the curriculum is installed and updated as and when required and the maintenance of the computers is done by the technicians as and when required. Separate English Language Lab has developed with 30 computers and the software required training the students on revised grammar bits, phonetic pronunciation, phonetic transcription and other English language skills. The college digital library established with 10 computers for the benefit of the stakeholders. The computers and printers of office and exam branch and Computer Labs are connected through LAN. The college website is monitored and updated from time to time by Web Coordinator of the college. The college has 3 multipurpose photocopy machines. Two are there in exam branch and one in office. The software's like Java, C, C++, SQL and Tally are installed in computer labs and library has New Digital Lib automation software. The whole college building such as academic building, civil and mechanical buildings are facilitated with the Wi-Fi connectivity. There is open access of Wi-Fi connectivity to all student and the staff members of the college. All the departments of the college are provided with computer and other related accessories. All teaching and non teaching staff members are used the ICT in the classrooms and laboratories, whenever needed. The different educational sites are shown to the students with the help of digital device. Most of the official work is being done with the help of ICT. The college regularly maintains the IT facilities. Following are some basic facilities for updating: Computer is formatted and maintaining in regular basis. CCTV is installed in every department teaching area and other locations where ever needed. The institute installed with digital library software to utilize all the stakeholders. The institute enabled with electronic billing and account auditing software to ensure easy and fastest delivery of transactions.

File Description	Document
Paste link for additional information	View Document

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

Response: 1.09

File Description	Document
Upload any additional information	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: B. 30 MBPS – 50 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 29.33

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)

2020-21	2019-20	2018-19	2017-18	2016-17
46.82	58.71	65.62	76.45	83.24

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic

and support facilities - laboratory, library, sports complex, computers, classrooms etc.**Response:**

A well-defined policy and system in place for the maintenance and utilization of all its physical and academic facilities is followed by the college. The procedures involve labelling all college files, stock register maintenance, signing of annual maintenance contracts and delegating responsibilities for actual maintenance/utilization of college facilities. Computers are available for specific use in some departments. The teachers liberally take help of the ICT resources to enrich their prescribed curriculum with the help of internet. Faculty members are provided with computers with internet browsing facility for preparation of teaching/learning materials in their respective departments. Also Multimedia projectors, OHPs are available within the college for the faculty use. The college also has seminar halls equipped with projectors and are available as and when requested by particular teacher. Library maintenance is carried out by librarian and team who ensure good condition of books, regular book binding, and removal of old books; Internet facility and Library is thrown open to faculty members for learning materials. The institution has always been placing the students at the centre of the teaching learning process. The vision and the mission of the institution have always been to provide holistic knowledge to its rural students. Keeping the students learning at the centre of everything, the college understands that the teachers have to be reoriented from time to time. The times have changed. So has changed the way of imparting the knowledge. Use of technology has become very vital in imparting quality based education. The institution encourages the staff to undergo training on the computer-aided teaching and training. The college also has been conducting week-long sessions, in tune with the orientation courses, for the college faculty on the use of computers. The computer department also organizes training sessions on the use of Internet for learning resources. Well equipped computer Labs, LCD and OHPs are available to the faculty for computer aided teaching. The computer faculty is always available for any need based assistance in the use of ICT. Regular maintenance activities are carried out in both buildings and department laboratories. Annual stock verification is carryout every semester to upgrade the laboratories and facilities. According to the curriculum, the laboratories are updated every semester. Depends upon the manufacturer recommendation, the equipments are serviced at periodic interval to keep the sensitive calibration. As and when required, the institution takes up calibration and other servicing measures for the equipment/instruments through suppliers and service personnel periodically and in some cases through annual maintenance services. The departments maintain the complete records of such services. Necessary precautions are taken depending on the equipment before installing them. Stock registers and service requests are maintained in corresponding registers. Water supply provision is made near needed equipments/lab and 24 hour water supply is ensured. Institution follows all safety and security norms as required for an educational institution and makes optimal use of all security mechanisms. Safety of girls is specially handled and appropriate measures are taken to make the campus safe for students.

File Description	Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 90.33

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
275	454	662	771	796

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 42.24

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
142	267	342	304	257

File Description	Document
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	View Document

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 17.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
60	96	127	159	98

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The Institution has a transparent mechanism for timely 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
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 79.86

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
134	171	165	163	161

File Description	Document
Upload any additional information	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 11.93

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 21

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document

5.3 Student Participation and Activities

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

Response: 38

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	10	18	5

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document
Any additional information	View Document

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

Response:

The institutional growth constitutes all major stakeholders, students are the prime. Utilization of the support and ideas of the students is the paramount requirement for the prosperity and well-being of the institute. Students are given exposure to involve in administrative, co-curricular and extracurricular activities by including them as members of the committees. They actively participate in committee meetings. The following is the list of Committees having student representation and engagement.

1. Class committee
2. Sports Committee
3. Internal Quality Assurance Cell
4. Anti-Ragging Committee
5. Anti Sexual Harassment Committee
6. Grievance Redressal Committee

Functions of various committees are as follows:

1. CLASS COMMITTEE

Every class shall have a class committee consisting of teachers of the class concerned, student representatives and a chairperson, who is not teaching the class. It is like the 'Quality Circle' (more commonly used in industries) with the overall goal of improving the teaching learning process. The functions of the class committee include: Solving problems experienced by students in the class room and in the laboratories. Clarifying the regulations of the degree programme and the details of rules..Informing the student representatives, the academic schedule including the dates of assessments and the syllabus coverage for each assessment. In the case of practical courses (laboratory / drawing / project work / seminar etc.) the breakup of marks for each experiment / exercise / module of work, should be clearly discussed in the class committee meeting and informed to the students. Identifying the slow-learners, if any, and requesting the teachers concerned to provide some additional help or guidance or coaching to such students.

2. SPORTS COMMITTEE

- To promote sport and fitness.
- To raise awareness of sporting, leisure facilities and achievements.
- To promote participation in sports among students and staff.
- To enhance student's sportsmanship and commitment.
- To assess existing clubs and facilities

3. INTERNAL QUALITY ASSURANCE CELL

- Setting quality benchmarks with consistent work.
- Creating parameters to reach academic as well as non-academic learning goals.
- Creating a student-centric teaching-learning environment.

4. ANTI-RAGGING COMMITTEE:

Nomination of student and parents as Member of Anti-Ragging committee promotes an ambience conducive for the Institute to be a ragging-free campus.

5. ANTI SEXUAL HARASSMENT COMMITTEE

- To provide conciliation to settle the matter between her and the respondent.
- Conduct inquiry within the time frame (90 days) as prescribed in the Act.
- Ensure confidentially in conciliation proceedings and conducting inquiry as well

as in keeping records.

6. GRIEVANCE REDRESSAL COMMITTEE

The objective of the Grievance Redressal Committee is to develop a responsive and accountable attitude among all the stakeholders in order to maintain a harmonious educational atmosphere in the institute. The Committee formally meets to review all cases, prepares a statistical reports about the number of cases received, attended to and the number of pending cases, if any, which require direction and guidance from the higher authorities.

7. NSS

Institute has set up NSS to sensitize students towards societal issues and community services, activities of which are mainly carried out by the students.

File Description	Document
Paste link for additional information	View Document

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

Response: 18.2

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	20	22	25	24

File Description	Document
Upload any additional information	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	View Document

5.4 Alumni Engagement

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

Response:

The Alumni Association acts as a link between the students, staff and management. It is moving ahead, with selfless intentions for the growth and development of the institute and the students. The association provides a platform for interaction between alumni, present students, faculty of the institute and institute administration. It has contributed significantly to do the innovative projects for help their juniors. The association is in the process of registration under the society registration act .the bylaws have been framed and accordingly many chapters have been established for the better connect of alumni with institution. A good number of alumni are occupying eminent position and contribute to their parent institution.

The members of the association contribute in the following manner

- Feedback on curriculum
- Teaching learning process
- Bridging the gap between industry and academia
- Important suggestions about changing trends about business and industry
- Guest lectures to the students of current year batch
- Interaction and mentoring the students

Alumni meets are conducted periodically for networking strengthening the social relations and sharing the expertise with the students for guidance projects placements internship and competitive examination. Convocation cum Alumni meet is organized in the institute to network and collaborate with the Alumni. Alumni are also engaged in providing placement support and Research activities.

File Description	Document
Paste link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

File Description	Document
Link for any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The vision and mission of the institute framed to serve the rural students betterment. The governance of the college in lined with the coal of the vision and the mission of the institute. The institute vision and the mission are as follows:

VISION

To emerge a top – notch institution in creating and disseminating knowledge, and providing students a unique learning experience in engineering and other areas of scholarship that will best serve the world and betterment of mankind. The institution will strive to serve the rural students and fortify the downtrodden.

MISSION

To carry out a practice to move ahead in knowledge in a meticulous academic and research environment and attract people in a gratifying and inspiring atmosphere by nurturing liberty, empowerment, ingenuity and novelty and to raise students and research scholar to serve humanity by attaining high levels of academic excellence, professional competence, exemplary values and spiritual empowerment.

GOALS AND OBJECTIVES

- To achieve academic excellence for rural students growth.
 - To ensure the quality of education for all students and also arrange the placements for all.
 - To develop leadership and management qualities.
 - To develop all round personalities of the students and upliftment of the faculty. .
 - To promote the faculty members to carry the research work and funded projects.
-
- To ensure that the institution is efficiently managed and administered the college follows a time tested and successful as well as a competent secretarial constitution comprising of:
 - The Management
 - The Principal
 - The IQAC Coordinator
 - The Heads of the Departments
 - The Faculty Members

-

The development of the institute is depends on promotes a culture of participative management at all levels right from the students up to the members of faculty. The student and faculty are the representative's members of the following committees.

- Anti- Ragging Committee
- Class Committee
- Sports Committee

The involvement contributes towards improvement in academic, ragging free campus, empowerment of women.

Following are the other activities involved in the institution:

- Research center
- Institute Industry partnership Cell
- Internal Quality Assurance cell
- Entrepreneurship Development Cell
- Women Empowerment Cell

File Description	Document
Paste link for additional information	View Document

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

Response:

Chendhuran College of Engineering and Technology promotes and practices decentralization in all academic and administrative activities, it has various academic and administrative committees to monitor, plan and execute smooth functioning of the Institute.

Administrative Decentralization:

Board of Governance comprises of Management Representatives, Industry Experts, Eminent Educationists, Representatives of statutory bodies, Principal and other Faculty are responsible for planning and policy development, institutional budget, academic and research growth of the institute and other extension activities. College Development Committee comprising of representatives of management, principal, students' representatives, HOD representative, faculty, staff members, industry experts and alumni is formed to deal with development plan of the college regarding academic, administrative and infrastructural growth and to enable college for addition of curricular, co-curricular and extra-curricular activities.

The Principal gives directives to the departmental heads to prepare the annual departmental budget. The HoD conducts a meeting with all the faculty members of the department and asks them to submit requirements along with relevant quotations, depending upon the need of the syllabus and current industry trends. For the acquisition of goods and services, including requisition preparation, funds approval, payments to suppliers, and follow-up inquiries, college practices decentralization by providing operational autonomy to the departments.

Further, HoD prepares a consolidated report and submits to the Principal for approval. The Principal consolidates requirements of all the departments and forwards it to the management for approval monitor the execution. The sanctioned budget from the management is received by the institute.

Academic Decentralization:

There are different committees with well-defined functions that give academic and administrative leadership to the institution. A committee comprising of administrative staff and faculty members i.e Academic Council Committee is responsible for holistic development of the college and to recommend on the enhancement of student facilities, students' life and experiences at the Institute. Its responsibilities are

- Prepare the Academic Calendar before starting of the semester with the approval of the Principal.
- Track the Syllabus completion of Theory/Lab for all the departments.
- To exercise general supervision over the academic work of the institution and to give direction regarding methods of instruction, evaluation, and improvements in academic standards.
- To make arrangements for the conduct of examinations in conformity with the University directives from time to time.
- To maintain proper standards of academic records, like handbook, course file content as per the requirements / regularity authority.
- To take active measures for improvement of standards of teaching, research and training.
- To discuss and review the co/extracurricular activities of the college.
- Maintaining discipline in the campus.
- Maintain the Minutes of the Meeting.
- Organizing Conferences/ Workshops.

Anti-Ragging, Grievance Redressal and Discipline Committees take care of healthy, enjoyable and disciplined culture in the institute. It comprises of the Principal, HODs, Senior Faculty members and student representatives. Various academic committees like library committee, Time table committee,

Attendance Monitoring Committee etc take care of day-to-day academic functioning of the Institute.

File Description	Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

For an institution strategic and perspective planning is very crucial and important to accomplish vision and mission, which are dreams of. Over the past 14 years the college has shown tremendous growth. If this is to be sustained, strategies must be formulated, communicated and implemented effectively. Both perspective and strategic plan documents are available in the institution. The following plans are projected after a discussion on the basis of analysis, assessment and estimates. Keeping in mind, the short term, medium term and long term development plans, the college always adopts a bottom-up approach with a strategic directive given from the top administration management.

Strategic Plan:

To maintain continuously good academic performance and various soft skills to mould the student a true citizen of India through effective teaching- learning methodology.

To develop and execute effective teaching- learning process which enhance the faculty.

To encourage research culture in faculty and students, which create innovative thinning environment.

To develop a comprehensive system of student mentoring and student support and ensure transparency in evaluation process of students.

To empower faculty about emerging trends in their profession for academic advancement.

To facilitate a friendly, efficient and flawless administrative set up ensuring a smooth day to day functioning.

To continue to serve with pride by obtaining National Assessment Accreditation Council (NAAC) accreditation to the institution with good grade by 2022.

To striving for obtaining recognition from Anna University to serve as research center for all eligible departments.

To creating centers of excellence and professional laboratories for each department in collaboration with reputed industries by 2023.

Implementation:

Extension activities were carried out through YRC, NSS.

Staff Development Programme were conducted and permitted to attend to enhance the skill and knowledge of the teaching and non-teaching staff.

More students from the socially deprived society were admitted with nominal fee, merit scholarship.

The college established functional Memorandum of Understanding with various organizations for skill development training.

Motivate the entire Faculty to enroll on doctorate degree and getting funded projects every year.

To encourage the students participating in co-curricular/ extracurricular activities.

To encourage the Faculty for Paper publishing & University Grant Council approved national and international journal Publishing.

To support research environment, department of Mechanical Engineering and Chemistry are already recognized as research centre and at present the process of renewal of Mechanical Engineering is online. Department of EEE and CSE have initiated for research centre recognition by applying to Anna University.

File Description	Document
Paste link for additional information	View Document

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

Response:

The overall planning and development of the institution is done by the Board of Management under the President ship of the Provincial and locally executed under the directions of the Principal of the College.

The day-to-day administrative affairs of the college are managed by the Executive Board of Management, the Principal and the Head of the departments is members, and assisted by the Administrative Committee consisting of experienced members of the faculty.

The Chief Executive Officer (CEO) is the administrative head of the institution shouldering the responsibilities of administration, appointments and infrastructure, for the growth of the institute. Separate policies, proper documentation and administrative set up were established for appointment and service and proper functioning of staff and faculty.

The Principal is the head of the institute take care of both academic and administrative responsibilities under the valuable guidance of management, ensuring the proper conduct of all the academic, research and

extension activities.

The Statutory Bodies are constituted and meetings are conducted as per the University Grant Commission (UGC), All India Council for Technical Education(AICTE), Directorate of Technical Education(DOTE), Anna University, Chennai and State Government guidelines.

The Board of Management nominates other academicians and experts in to these Bodies to strengthen the functioning of the College.

The programmes, courses and activities are periodically evaluated by the College and reported in the appropriate Bodies for proper implementation.

There is a written Job Description for each office and given to the officials at the time of appointment.

The office of the Examination cell has compiled all the rules and regulations of the evaluation system under Anna University, Chennai.

The Management encourages the faculty to participate in various committees. This enhances the leadership qualities and skills.

The Grievance redressal committee has been formed for both staff and the students. The power delegation and decentralization of authority enrich the effective and efficient functioning of the institution in all its spheres of planning, decision-making and implementation.

The Management plays a crucial role in enriching the bottom-up approach in planning and execution of various academic activities.

File Description	Document
Paste link for additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The foremost aim the Chendhuran College of Engineering and Technology is given foremost importance institution Staff welfare. In connection with this, Existing welfare measure for teaching and non-teaching staff are itemized below: Health insurance, Medical Leave & Maternity leave for eligible staff members. Faculty members are eligible for Earned Leave, advances for the school fee & festivals. Transport on reasonable cost, employee gets fees concession for their ward. As Institution has a multicultural environment in the campus, the management ensures the celebration of all the festivals together. Sponsorships to attend and present papers in conferences both in India as well as abroad. Internet and free Wi-Fi facilities are also available in campus for staff. Faculty members are provided with Individual cabin and system to facilitate good ambience. Summer and Winter Vacations for faculty members. Faculty development programs(FDP) for faculty members on regular basis. Skill development courses are organized for non- teaching staff to enhance their skills in work environment. All the faculty members who upgrade their research work through quality publications during the academic year are honored by management and institute through research incentive scheme every year. All the staff members are treated on par with each other in obtaining benefits from the institution. Motivation through counseling is also available for staff members to create a healthy working environment. Women Empowerment Cell is established for creating venues for women members to flourish and gain momentum. In a nutshell, the Institution strives hard to keep our staff happy and healthy.

I. Welfare measures for teaching staff:

1. Employees Provident Fund as per PF rules:

All the teachers are given PF benefits right from the day of their joining in the college. This is done as per requirements by AICTE and keeping in view the financial safety of employees or their dependents.

2. Encouragement faculty for doing part time and full time Ph.D:

All faculty members in this category are given on duty when they go for consultation with their guides They also sent on duty for appearing their examinations as well. This is a satisfying experience to the management.

3. Medi claim-Health Insurance

The college has provided the health insurance policy for all the employees without any contribution from the employees in this regard. The students are also covered by insurance and the commitments of the

college every year. ESI provides medical benefits as well as other benefits as the college is providing the premium for all the employees.

4. Maternity Leave

The women employees are extended the maternity leave as per the service rules of the institution.

6. Free health check-up camps are organized by the medical centre of the college with the help of many corporates in Medical sector.

7. There is many non-teaching technical staff who has improved their qualifications with the help of the college on part time.

File Description	Document
Paste link for additional information	View Document

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

Response: 42.05

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

2020-21	2019-20	2018-19	2017-18	2016-17
52	45	40	45	42

File Description	Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 7.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	8	8	7	7

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 14.87

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	26	10	16	15

File Description	Document
Details of teachers attending professional development programmes during the last five years	View Document

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

Response:

Response:

A good performance management system works towards the improvement of the overall organizational performance of teams and individuals for ensuring the achievements of the overall organizational mission and vision. An effective performance management system plays a crucial role in managing the organization in an efficient manner. In line with this, the Institute is following the appraisal scheme suggested by AICTE viz. In this scheme, the performance s are classified into three categories (i) Teaching, Learning and Evaluation related activities (ii) Co-Curricular, Extension and Professional Development related activities (iii) Research Publications and Academic Contributions. The institution has performance based appraisal system for the assessment of teaching and nonteaching staff. The appraisal report is based on the annual performance of the employees on the basis of their academic, research and other extra- curricular activities.

Performance appraisal system for teaching staff:

The teacher, as a person and teacher as performer, is also one of the mandatory assessment for his/her performance is appraised through his/her implementation of innovative methodologies in classroom lectures, seminars, tutorials, course delivery, question paper setting and evaluation, updating of materials etc. Besides, student feedback and pass percentage of the course are also considered. The performance of the faculty is evaluated based on professional contribution to academics, contribution to short term training courses, performing invigilation duties, contribution to College administrative bodies such as college academic council, Research and development, and planning, NAAC, etc. The above set performance appraisal report is filled by employee in a given prescribed proforma which includes all the above set related to points and sub points. Filled in the prescribed format is revised by Head of the department to assess the attitudinal / behavioral / professional aspects of the faculty concerned.

Performance appraisal system for non- teaching staff:

A few strategies are observed in appraising non-teaching staff's performance this includes technical contribution of individuals such as subject knowledge, awareness, productivity, quality, innovation willingness to learn, diligence etc. besides they also assess the behavioral aspects like group behavior, acceptability, punctuality etc. Separate set of performance appraisal report is filled by employee in a given prescribed proforma which includes all the related points and sub points which help to measure their caliber. Further, at the end of each semester, feedback forms are issued to the students for each of the courses attended by them. The feedback forms in the form of questionnaire collect information about the employee and different aspects pertaining to the teaching process.

File Description	Document
Paste link for additional information	View Document

6.4 Financial Management and Resource Mobilization**6.4.1 Institution conducts internal and external financial audits regularly****Response:****Response:**

Ensuring financial compliance of the college administrative system the institution has established a mechanism for conducting internal and external audits on the financial transactions every year. Always the process of internal audit is conducted half yearly by the internal financial committee with management representative as one of the member of the team at the institution. The committee thoroughly verifies the income and expenditure details and the compliance report of internal audit are submitted to the management of the institution through Principal. External audit is conducted once in every year by an external agency as per the directions of the management.

The mechanisms used to monitor effective and efficient use of financial resources are as below:

As per the direction from the management, the head of the institution execute budget meeting with department heads, office and administrative team. College budget includes recurring expenses such as salary, electricity, internet charges, maintenance cost, stationery, other consumable charges etc., and non – recurring expenses like lab equipment purchases, furniture and other development expenses.

The expenses will be monitored by the accounts department as per the budget allocated by the management day by day basis and reported to the management through Principal. The depreciation costs of various non-recurring materials purchased in the preceding years are also estimated.

Process of the internal audit:

All payment vouchers are audited by an internal financial committee on half yearly basis. The expenses incurred under different heads are thoroughly checked by verifying the bills and vouchers approved by Principal and management. If any discrepancy is found, the same is brought to the notice of the Principal and intern informed to the management for further directions. The audit team also audits stock registers, and conducts audit of Library, audit of labs of department of the College and audit of all Plan Expenditures of the college. The same process is being followed for the last five years.

Process of the external audit:

The accounts of the college are audited by chartered accountant regularly as per the government rules. Chartered Accountant of the Institute conducts regular accounts audit and certifies its Annual Financial Statements. The auditor ensures that all payments are duly authorized after the audit, the report is sent to the management for review. Any queries, in the process of audit would be attended immediately along with the supporting documents within the prescribed time limits. All these mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline to avoid defalcation of funds or properties of the institution at all levels. The audited statement is duly signed by the authorities of the management and chartered accountant. Finally the audited statement is submitted to income tax office for approval.

File Description	Document
Paste link for additional information	View Document

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

Response: 1.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.8	0.8	0	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Response:-

Sources of funds are as follows:

1.Fees:

Chendhuran College of Engineering and Technology is a self-financed institution, where the funds are generated through the fees paid by the students. Fees charged as per the university and government norms from students of self financed courses.

2.Scholarship Grant:

All the eligible students are receiving Prime Minister's Scholarship Scheme (PMSS), First Graduate scheme and other scholarship from state and central government. Apart from the sources of Government grants, the resource mobilization is mainly through the following: 1. Fee from students 2. Interest on Investments 3. Interest on corpus 4. Contribution from Charitable Societies 5.Consultancy charges and 6.Sale of application forms.

Effective Mobilization of Funds utilization of resource policy and procedure are as follows:

The institute has a well-defined mechanism to monitor effective and efficient utilization of available financial resources for the development of the academic processes and infrastructure development. Strict control is exercised on utilization of resources in the Institute. Institute Budget forms the basis for it. Funds certification and allocation registers are the instruments of budgetary control. Monthly review of expenditure booked under various recurring and non-recurring heads helps in identifying the pace of booking as well as budgetary gaps which help in preparing Revised Budget. All the major financial transactions are analyzed and verified under following sections: Research & Development, Training & Placement, Software & Internet charges, Library Books / Journals. Repair & maintenance, Printing & stationary, Equipment & Consumables and Furniture & Fixtures. The optimal utilization is ensured through encouraging innovative teaching-learning practices. Every single rupee spent in the Institute goes farther because the of the inherent financial discipline wherein stress is on economy and optimal utilization. Strict control is exercised on utilization of resources in the Institute.

- The Principal and management takes care that purchases are done properly and in accordance with the rules.
- The College Development Committee takes a review of the mobilization of funds and the utilization of these sources periodically in their meetings.

- Regular internal audits from the chartered accountant and external audits from the government make sure that the mobilization of the resources is being done properly.
- The principal and Internal Quality Assurance Cell coordinator looks after the proper utilization of classrooms and laboratories.
- The management, principal and Head of the department's are takes care that the resources in library are utilized optimally.
- Campus cleanness and its utilization are monitored by the Campus Cleanliness and Beautification team.
- To ensure the optimum utilization of resources, the management and principal issues directions.

File Description	Document
Paste link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

The prime task of the Internal Quality Assurance Cell (IQAC) is to develop a system for conscious, consistent and catalytic improvement in overall performance of the Institutions. To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution. The Internal Quality Assurance Cell (IQAC) of the college works towards improving and maintaining the quality of education, identifying and suggesting new ways of using teaching aids, developing suitable infrastructure, and offering suggestions for the new self-finance courses. Internal Quality Assurance Cell (IQAC) is an effective and efficient internal coordinating and monitoring mechanism. The Internal Quality Assurance Cell (IQAC) plays a vital role in maintaining and enhancing the quality of the institution and suggests quality enhancement measures to be adopted. The Internal Quality Assurance Cell (IQAC) meets every quarterly to plan, direct, implement and evaluate the teaching, research, and publication activities in the College. The sub-committees dealing with various activities and departments implement the Internal Quality Assurance Cell (IQAC) guidelines and report the feedback. The Internal Quality Assurance Cell (IQAC) strives to spread quality culture through quality enhancement initiatives and best practices. Significant improvements in quality have been made by institutionalizing the following Internal Quality Assurance Cell (IQAC) initiatives: Strategic planning of key areas and assigning responsibilities –

1. Academic results
2. Student technical training
3. Student soft skills development
4. Placement support

5. Students welfare

6. Research and development

7. Interaction with industry

Monitoring and mentoring of academic and administrative activities. Academic inspections are carried out periodically to assess the quality of academics. The inspections involve:

1. Review of healthy academic practices
2. Mechanisms to identify and reform academic practices
3. Review of departmental facilities
4. Facilitate implementation of innovative methods in the departments
5. Self-development of faculty members.

Internal Quality Assurance Cell (IQAC) of the college has contributed significantly for institutionalizing the quality assurance strategies and processes, the following two practices are the results of IQAC initiatives,

Study Hours:

One of the best initiatives of the cell has started conducting study hours by which the students can improve their academics. Individual attention is paid to the students to clarify their doubts in difficult subjects. More emphasis is given to solve the numerical problems and experts are invited for further acquisition of knowledge.

Collaborative Learning:

The institution implements the process of collaborative learning to impart quality technical education to the students. It involves groups of students working together to solve a problem, completes a task, or creates a product. It is based on the idea that learning is a natural and social act in which the participants talk among themselves.

File Description	Document
Paste link for additional information	View Document

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

for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

After establishing the Internal Quality Assurance Cell (IQAC) in the college, started working towards quality education and inculcating quality culture among the students and staff. The Internal Quality Assurance Cell (IQAC) conduct periodical meetings with the departments, Internal Examination Committee, Council of the Heads, the principal, College Development Committee throughout the academic year in the presence of the IQAC coordinator. The Internal Quality Assurance Cell (IQAC) has also contributed towards institutionalizing the quality assurance strategies and developed various processes as follows:

- Promote industrial involvement in academic practices by organizing industrial training, industrial visits, workshops, and guest lecturers from industry experts, MOUs, etc.
- Implementation of Outcome-based learning education in each program.
- Introduces the aptitude classes and soft skill classes for students to enhance personality and employability.
- Participation of college in National Assessment and Accreditation Council (NAAC) and AISHE, and various other quality audits recognized by the state, national and international agencies.
- Conducting quality programs i.e., seminars, webinars, guest lectures, conferences, etc.
- Establishment of various processes to take feedback/surveys from various stakeholders.
- To implement and enhance the use of ICT tools to strengthen the teaching-learning process.
- Establishment of the Mentor-mentee process and its effective implementation.
- To submit the Annual Quality Assurance Report (AQAR) annually to the National Assessment and Accreditation Council (NAAC).
- To institutionalize the best efforts to make the campus ragging-free and develop the discipline in the students along with the establishment of grievance redressal cell.
- Motivate the staff members to do the research work and try to getting funded projects in government and non government sectors.

Other than these initiatives Internal Quality Assurance Cell (IQAC) works on improving the teaching-learning process and supports adopting. In teaching and learning, the feedback system is implemented to take the review of reliability and uses of ICT facilities. The Internal Quality Assurance Cell (IQAC) improve the teaching-learning process through standard academic practices, these academic practices include:

- Preparation and adherence of academic calendar
- Standard procedure creation for preparation of nominal roll, attendance sheets.
- Course allocation load and timetable preparation
- Mentor-Mentee distribution
- During Pandemic period guidelines issued for course delivery (Online / Offline class), conduction of internal assessment test and university examinations.
- Establishment of guidelines for preparation of course file
- Conduction of seminar, projects, industrial training
- Monitoring of class delivery
- Pool proof system for attendance monitoring of students

- Syllabus coverage status updation.
- Pattern formation and setting up the question paper
- Conduction of internal examinations and analysis of internal examinations result. Direction for improvement forwarded to management.
- Evaluation of answer scripts
- Setting up methodology for Slow and advanced learners coaching and appreciation.
- Supporting stakeholders for Industrial visits & guest Lectures.

File Description	Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: B. 3 of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Chendhuran College of Engineering and Technology shows gender sensitivity through various initiatives and actions for creating safe, Secure and healthy atmosphere in the campus.

Safety and security

Safety of girls is a top priority at every college campus. Institute should provide a comprehensive range of security amenities especially for girls within the premises, through a dedicated team of security personnel. It is a common phenomenon that most of the outstation students enrolling for different courses come out of their homes and cities for the first time in their life. It is therefore of utmost importance for institutions to provide them a comfortable and safe ambience of 'feel at home' within the campus.

CCTV Camera

24 hour CCTV surveillance is maintained in the college. It helps to keep a check on antisocial activities. Students and other employees in the college too remain cautious about the surveillance. Discipline is also maintained and it also provides a sense of security to the students and even their guardians. Students wear identity cards at all times to ensure their identity. The institution takes good care of the students in every aspect

Visitor register

The institute keeps visitor log register to record the details of any person entering the college premise. Student should get permission from department and with the concurrence of the parents students are permitted leave the campus.

Restricted Entry

For security of the girls in the college campus and to restrict unwanted entry, proper boundary wall with fencing have been constructed. Signboards have been placed outside hostels to ensure restricted entry.

Outing system

It is mandatory for all the students to get their out passes and leave forms duly signed by the wardens and supervisors. In some cases wardens contact their parents before granting them permission. There are strict entry times of all girls' hostel and campus for safety of the student.

Health facilities in hostel

College also provides different timings for girls in the sports and games situated in the college campus. Girls' hostel too has separate gym. Here, the girls can come and do exercise any time as per their convenience. Various facilities are available for them to keep themselves physically fit.

Medical facility in campus

College also considers health extremely important and thus has kept a van available 24x7. College also has security provisions to attend to any emergency conditions. Fire extinguishers are placed at different blocks inside the campus for providing the security.

Discipline in campus

There is a Discipline Committee in the institution to take care of safety and security of the students. It also keeps an eye on the working of all the employees as well as the activities of the students within the institution. College canteen has separate space for girls to avoid inconvenience during working hours.

Hostel warden

All the girl students have the right to report to any female hostel wardens anytime and the hostel wardens are available to help without fail. They act as counselors and guardians to the hostellers.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Link for annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

Response: A. 4 or All of the above

File Description	Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

Degradable solid and non-degradable waste management and waste recycling system:

The effective waste management system implemented with the support of students, staff, cleaning staff, and with defined procedures. Organic and green waste, recyclable waste and sanitary waste are collected in different bins. Segregated food waste, vegetable peels and other kitchen wastes collected from the canteens and mess on campus are composted. Similarly, garden waste and dry leaves are also composted. Recyclable waste are collected and sold to vendors for recycling. Sanitary waste is given to a separate sanitary napkin destroyer machine available at separate location in a regular day by day basis for incineration. The institute's waste management & recycling policy supports the goal of the institute to reduce the amount of wastes entering the waste stream.

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

There are different types of wastes disposed in the college for which there is a proper system functioning. The following wastes are being disposed by the college:

Solid waste management:

Solid waste is produced through regular activities includes paper, glass, food residue and packaging material, regular different useless material, wood, metals, leather, cardboard etc. Chendhuran college is already a plastic free campus and it encourages all of students and staff both also. College has a place on its campus where the solid wastes materials are disposed. The college also manages its solid waste management system. However, there does not exist more waste from college. Separate Line Liquid Waste Management- The waste water is carried out through the pipeline.

Waste recycling system:

Waste water management system for treating the water for agricultural process. The waste water after the purification and filtration process from RO plant is collected in a separate sump nearby college cafeteria is

used for gardening, agricultural purpose, and cattle feed cultivation. However, there is rain water harvesting system in the college.

E-waste management

The e-waste is limited in the campus by maintaining as own repair centre for computer and computer-based items. The computer maintenance and repair is centralized for better coordination and all the repair or non-operating complaints are streamlined through google forms and the report of the repair service is monitored. The irreparable systems are discarded and the usable parts are used for the replacements. The discarded parts of the systems and other electronic equipment are sold out to vendors for their own recycling process.

File Description	Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or all of the above

File Description	Document
Link for any other relevant information	View Document

7.1.5 Green campus initiatives include:

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

Response: A. Any 4 or All of the above

File Description	Document
Link for any other relevant information	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.
- 2.Divyangjan friendly washrooms
- 3.Signage including tactile path, lights, display boards and signposts
- 4.Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: B. 3 of the above

File Description	Document
Link for any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

Chendhuran College of Engineering and Technology has the repute of nurturing endurance and peace among the students through various academic and non academic activities conducted throughout the year by the Youth Red Cross, National Service Scheme, Rotract Club, etc. These functions help in developing tolerance harmony towards culture, region and linguistics and also communal social economics and other diversities. The subject Constitution of India and professional ethics is made mandatory to all under

graduate students across disciplines. Convocation ceremony is conducted every year, where the convocation address is delivered to inspire and motivate the students for future journey from expert from industry as well as reputed institution. Being a large country with large population, India presents endless varieties of physical features and cultural patterns. It is the land of many languages it is only in India people professes all the major religions of the world. To start with, Conducting the “Pooja Celebration” on 13.10.2020 and Organizing mini marathon for our former president Dr. APJ.Abdhul kalam 89th birthday on 13.10.2020.the international women’s day celebration 2021 is conducted on 04.03.2021 for encourage and motivate the girls students. The earth day was celebrated by the department of computer science engineering on 30.11.2020. Roctract club activities develop the leadership and professional skills of students. Through this activity students get acquainted with the different culture of our nation and help to develop the tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. This also creates the inclusive environment in the college and society. Planting a tree has long been a suggestion to better the earth, whether it is outcry and warning of global warming, water crisis or something else. Trees offer many environmental as well as economic and social benefits. Different programs and activities conducted like blood donation camp, tree plantation throughout the academic year help students develop mutual understanding and cooperation. Above all, the efforts taken by the institute to make students cross the barriers of culture, region, language, caste, creed and socioeconomic status of people prove to be successful.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Chendhuran students and all the stake holders are sensitized to become responsible citizens of India throughout the year by taking oath on days like Independence day 15.08.2020, Republic day 26.01.2021. The world’s Aids day was organized by the intuition to spread the awareness of the issues of AIDS. The Disabled person day was celebrated on 03.12.2020 for aims to promote the rights and well-being of persons with disabilities in all spheres of society. Youth parliament was conducted for an integral part of the liberal public policy think-tank based in India which focuses on ideas and policies that cause human flourishing and India's Future Foundation. The staff members and students adopt a near village of the institute with minimal facilities every year. Through YRC, awareness related to health and hygiene is created among people and children. Roctract Club of Chendhuran conducts various activities all through the year to help people. Every year institute organizes blood donation camp in association with District General Hospital, primary health and/or Rotary Club. The students are sensitized on the importance of the activity and are encouraged to participate in saving the life of citizens of India. Postgraduate students and research scholar of the college have the Research methodology subject as a part of curriculum with the objective to acquaint with the ethics in research in connection with their contribution society. Environmental science constitutes the part of curricular teaching and evaluation to sensitize the students on the preservation the ecosystem and environment. Students are also sensitized to adapt green practices,

conservation of natural resources, alternative source of energy and renewable energy. Students consistently and regularly participate in the cleaning activities on the several occasions including 27th of July, every year on the day of Dr.AP.J.Abul Kalam Remembrance Day. Moreover, students are encouraged for active participation in the plantation. Students are made aware about the code of ethics, human values, rights, duties and responsibilities as a citizen of India during induction as well as other programmes throughout year. Finally, Chendhuran College of Engineering and Technology takes up the responsibility to make its employees and students remain true citizens of India by conducting a wide range of activities.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

To maintain harmony and healthy work atmosphere and to make the learners aware of the national pride and rich cultural heritage, the National/International commemorative days are regularly being celebrated and observed in the campus. The whole purpose of having these exercises was firstly to encourage the students to participate in these activities and to develop their propensity to learn. Secondly, to keep them abreast with the changing pedagogy. The institution celebrates national and international commemorative days such as Disabled person day, Dengue prevention day, Engineer's day, National voter's day, International youth day, World anti tobacco day etc. Independence Day and Republic day every year with vigor. In India, the 5th September is celebrated as Teachers' Day. It is a tribute to the contribution made by teachers to the society. It commemorates the birth anniversary of a great teacher Dr. Sarvepalli Radhakrishnan, a well-known diplomat and scholar, who was a staunch believer of education and went on to be the President of India but above all, he was a teacher. NSS students take rigorous training and do march past on every Independence Day and republic day. The management members and principal hoists

the national flag and give the patriotic speeches to the students. International Women's Day (IWD) is dedicated to celebrating women and their achievements in social, economic, cultural, and political spheres. Christmas is an annual festival witnessing the birth of Jesus Christ on December 25. The traditional Christmas history explained in the New Testament says that Jesus was born in Bethlehem, in accordance with messianic prophecies. Pooja's celebration is conducted every year in each departments, office, exam section to preserve our culture. Various competitions related to our culture are conducted to give awareness to all the students, teaching and non teaching staffs about our culture.

File Description	Document
Link for any other relevant 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 Practices-I

1. Title of the Practice: Infuse a Research Culture among Faculty and Students.

2. Objectives of the Practice

- To provide an exposure to recent research development and innovation in various engineering disciplines and fix their career goals.
- To motivate the budding engineers to forecast the present and future problems of the technical fields, development for social need and estimate optimal solutions.
- To identify the gap and bridge the industry-institute gap.
- To encourage faculty members and students to publish their research articles.

3. The Context

Exposure to the research trends will enable the faculty members and the students to provide creative, innovative and optimal solutions for the real world problems. For developing novel methods and

out of the box solutions in societal context to the practical problems using multi disciplinary tools, a thorough understanding of the basic concepts is essential. There is a need for the institution to provide an ambience to meet such exacting expectations.

4. Practice

The institute management encourages all the faculty members to pursue research in their areas of specializations and publish their research articles. As the first step to provide an exposure to the recent research directions, an access is provided to the leading journals and transactions such as IEEE and ASME through digital library. Depending on the milestones achieved, the research scholars are recognized with cash awards. The idea of conducting “in- house final year projects” creates a possibility to see the results of their solution inside the campus itself. The internal competitions and Project exhibitions provide platforms for the students to develop their research-oriented thinking. Today’s problems are multi-pronged. Therefore, they need a multi- disciplinary approach to finding solution(s). To bring objectivity into the judging of such multi-disciplinary projects are evaluated by technical experts from leading industries in that line or allied line of business. The inputs and feedback received from such experts go a long way in this institute students provide industry acceptable solutions. Mechanical Engineering departments obtained “Anna University Recognized Research Centre” status based on the Facilities available in their respective PG research labs. Through these research centres, registration of academic research works, Doctoral committee meetings, Comprehensive Viva – voce and Thesis Submission are being carried out. These research centres have also paved the way for Memorandum of Understandings with the Leading industries. All these have resulted in our student teams win laurels and recognitions in various competitions that are research based and expect the students to design thinking. Majority of these prizes are cash awards.

5. Evidence of Success

The number of research publications in the indexed journals from our institution is many journal papers are published in reputed journals. Our Staff members have been awarded with the PhD Degrees through the AU recognized research centers of the Mechanical engineering departments. Many of the staff members are pursuing the research works in part time and full time mode under the supervision of our faculty members recognized as research guides by the affiliating university. These are the irrefutable evidences for the fact that the institutions efforts at creating grass root research thinking are bearing fruit.

6. Problems Encountered and Resources Required

Being affiliated to a university, students from our institution are expected to follow the traditional instructional method of learning and the common exam centric approach under

a tight academic schedule. Hence it becomes necessary that value added courses on the emerging trends and tools could be conducted only after college hours or during semester

holidays. For the development of prototypes of the research ideas, an exposure and thorough knowledge of the modern tools along with the abstract knowledge is required. Those budding aspirants have to balance between the usage of modern tools and the regular academics.

Best Practices-II

1.Title of the Practice: Students Mentoring Scheme

1.Goal of the Practice

The goal is to establish the excellent relationship between the Mentor (Faculty Advisor) and the Mentee (Students) and to help the mentees attain their aims, goals and future plans.

1. The Process

The students are assigned due to ratio of faculty mentors from their first year. Mentors create a better environment and all facilities for their mentees and the mentees can approach their mentors for educational, personal guidance and knowledge enhancement.

1. Impact of the Practice

The mentors closely monitor their mentee performance and provide an ongoing support. They also provide awareness and guidance about comparative examinations and courses required for placements. A mentor encourages the students for pursuing higher studies and encourages entrepreneurship. Each and every detail

regarding the student is note down in their mentor record otherwise known as Students Bio data card to maintain a hard copy for references. Frequent counseling sessions help the student in expressing their opinions and problems with ease. Counseling is done after tests and after the end semester exam results. Mentor books are updated with their results, achievements, certifications, attendance, scholarships and project details.

1. Problems encountered

In the absence of a mentor for a brief period of time, the duties are handed over to another faculty and informed to the respective students.

1. Resources required

To make the mentoring system effective, training is imparted to faculty on counseling and handling the students.

File Description	Document
Link for Best practices in the Institutional web site	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:

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

Rural Indian growth is the mantra of this institute which located in the rural area helps to young budding fresh students of school education to enlighten and achieve their goal of getting better higher education a special programme for them **JEITHUKATTUVOM** is conducted each year in association with Government Tamil Nadu school education department. As the world is being developed with the new technologies, discovering and manipulating new ideas and concepts of online education are changing

rapidly. In response to these changes, many states, institutions, and organizations have been working on strategic plans to implement online education. At the same time, misconceptions and myths related to the difficulty of teaching and learning online, technologies available to support online instruction, the support and compensation needed for high-quality instructors, and the needs of online students create challenges for such vision statements and planning documents. **Google Classroom** is a free, blended learning platform that offers a variety of benefits for both students and teachers. In particular, comparative performance is good in the areas of ease of access, perceived usefulness, communication and interaction, instruction delivery and students' satisfaction towards the Google Classroom's active learning activities. In order to prepare good global empowered citizens, the institution takes utmost interest in the implementation and internalization of Gender, Environment and Sustainability, Human Values and Professional Ethics through the undergraduate and postgraduate curriculum and relevant programme such as Chemmal Rotaract Ryla, stakeholders safety programme, Dengue Awareness day, Cancer Awareness day, World peace day, Gender equity promotion programme and various National and Internal day.

We believe that college life is not all about academics, games, friends, and fun. It is also about learning to interact with other people, being aware of social, environmental and gender issues, and inequities in the society. We provide an opportunity to every student to contribute to make the society in which they live a better place and to grow as better individuals. The institute has committed itself to the task of inculcating social values and responsibilities in its students.

Along with other sports cultural and technical activities, the NSS unit and YRC plans activities like tree plantation, blood donation camp, eye check and health check up camp and field visits to expose the students to the pressing issues in our society.

The one-week long intense Induction program or Orientation programme gives the freshmen an insight into the institute's values and vision. Several activities are undertaken for the first-year students to expose them to the pressing environmental issues that ail us. They are taken on field visits to related industries and encouraged to participate in competitions dealing with environmental issues. The poster competition event and other events was introduced last year exclusively for the first-year engineering students to present their ideas to address the environmental issues. The institute has committed itself and taken on priority the task of an inclusive social upliftment and adopted 'PMKVY' as the institute's social responsibility. 'PRADHAN MANTRI KAUSHAL VIKAS YOJANS (PMKVY)' ALL INDIA COUNCIL FOR TECHNICAL EDUCATION (AICTE) sponsored programme in the year 2017 incorporates a training programs for the targeted youth that are recognized by and are relevant to the requirements of industries. The programme entitled "**Auto Component Assembly Fitter**", taken up. This course was preceded by a foundation course to get the candidates acquainted with minimum functional Banking Skills, Computer Skills, Spoken English, and Mathematics. During the period 25 participants attended the programme dedicated manner. At the end of the training, the students were placed with service providers, contractors or in industries for internship, after which they were facilitated to take certification examinations from AUTOMOTIVE SKILLS DEVELOPMENT COUNCIL (ASDC) and supported to find placement. Courses are also provided on-demand, in which case users can take their time in completing the course with all of the material available at once. NASSCOM Future Skills was launched on 19th February 2018 in the presence of senior industry leaders and government officials. The programme aims to reskill 2 million professionals and potential employees & students in the industry over a period of 5 years. To do this, Future

Skills portal uses the technology of the future, to create a space where a learner can access content on all the skills of the future. A learner can seamlessly access free and paid content, assessments and virtual labs

and get certified on the skills of their choice. Many department student of this institute eagerly participated various programme arranged with NASSCOM during 2019. All the student clubs also do their bit by organizing several charity events under their banners like Mini Marathon, Blood Donation, Tree plantation, Kisan Diwas etc., for a social cause, stage plays, charity concerts and many other fundraising cultural events.

File Description	Document
Link for appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Rural society growth is the prime moto of this institute. Achieving the moto the institute has the the following objectives have been set to achieve the mission and accomplish the vision. **Objectives**

- 1) To be a teaching and research-intensive university driven by a spirit of innovation.
- 2) To encourage multidisciplinary learning and research in cutting edge and niche areas.
- 3) To provide access to education for empowering the underprivileged and socially disadvantaged sections of society.
- 4) To impart quality education for human resource development and nation-building.
- 5) To develop Extra-mural studies, extension services, and other measures for the promotion of life-long learning
- 6) To take measures towards sustainable development of society and environmental care. Based on the objectives the institute is well planned all the respective activities and execute in time for the greater sucess.

Concluding Remarks :

The prime aim of the institute is to improve the communication skill of the rural student of this institute. The greater lagging in the technical education is to fill the gap between the institute and industry. Special programme is arranged for student of this right from first year onwards. All the faculties are encouraged for publication and Research and development. Staff are provided with residential facilities to improve the growth of the institute. EDC functioning as tool for the student for enterpreneuship growth.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>1.2.1.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 5 Answer after DVV Verification: 09</p> <p>Remark : Input Edited as per the given observation , Number of Programmes in which CBCS / Elective course system implemented.</p>																				
1.2.2	<p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>11</td> <td>9</td> <td>11</td> <td>9</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>22</td> <td>20</td> <td>21</td> <td>20</td> </tr> </tbody> </table> <p>Remark : Input edited as per the given observation.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	6	11	9	11	9	2020-21	2019-20	2018-19	2017-18	2016-17	16	22	20	21	20
2020-21	2019-20	2018-19	2017-18	2016-17																	
6	11	9	11	9																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
16	22	20	21	20																	
1.2.3	<p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>10</td> <td>9</td> <td>10</td> <td>10</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>291</td> <td>445</td> <td>658</td> <td>764</td> <td>763</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	7	10	9	10	10	2020-21	2019-20	2018-19	2017-18	2016-17	291	445	658	764	763
2020-21	2019-20	2018-19	2017-18	2016-17																	
7	10	9	10	10																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
291	445	658	764	763																	
1.3.2	<p>Average percentage of courses that include experiential learning through project work/field work/internship during last five years</p>																				

1.3.2.1. Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
37	40	38	35	35

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
97	78	97	91	97

Remark : Input edited as per the given clarification by HEI , Number of courses that include experiential learning through project work/field work/internship year-wise during last five years.

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)**1.3.3.1. Number of students undertaking project work/field work / internships**

Answer before DVV Verification : 169

Answer after DVV Verification: 198

2.1.1 Average Enrolment percentage (Average of last five years)**2.1.1.1. Number of students admitted year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
43	0	154	255	293

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
43	0	154	259	293

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
438	0	462	462	462

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
438	0	462	462	462

Remark : Input edited as per the given clarification by HEI , Number of students admitted year-

wise during last five years.

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
35	0	103	123	148

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
34	0	101	122	148

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

2.4.2.1. Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	5	5	5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	5	5	5

2.6.3 Average pass percentage of Students during last five years

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:

2020-21	2019-20	2018-19	2017-18	2016-17
151	123	97	138	256

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
115	171	149	127	158

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:

2020-21	2019-20	2018-19	2017-18	2016-17
217	192	189	231	295

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
169	234	220	215	249

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	1.21

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Remark : Input edited as per the given observation , Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs).

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years**3.1.3.1. Number of departments having Research projects funded by government and non-government agencies during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

0	0	0	0	1
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3.1.3.2. Number of departments offering academic programmes

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
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3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	01	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
04	05	04	04	04

Remark : Input edited as per the given clarification by HEI , Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years.

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

3.3.1.1. How many Ph.Ds registered per eligible teacher within last five years

Answer before DVV Verification : 7

3.3.1.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 3

Answer after DVV Verification: 2

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
24	13	4	5	8

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
25	13	4	5	8

Remark : Input edited as per the given observation , by excluding publication made in 2021.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
20	1	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
25	1	0	0	0

Remark : Input edited as per the given observation.

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

3.4.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	2	1	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

Remark : Input edited as per the given observation, Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
346	322	214	408	140

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
448	518	335	297	338

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

3.5.1.1. Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
154	121	105	234	234

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
119	121	105	234	234

Remark : Updated excluding webinars as per the given observation.

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 26

Answer after DVV Verification: 11

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
14.5	38.04	66.35	90.37	103.88

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

7.31	23.26	45.42	64.34	87.50
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4.2.3 **Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**

4.2.3.1. **Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3.40	2.77	5.63	7.27	9.98

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
11.49	23.79	36.18	53.12	41.16

4.4.1 **Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)**

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)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
85.81	107.71	121.88	145.35	152.47

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
46.82	58.71	65.62	76.45	83.24

5.1.1 **Average percentage of students benefited by scholarships and freeships provided by the Government during last five years**

5.1.1.1. **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
429	693	985	1132	1173

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
275	454	662	771	796

5.1.3 **Capacity building and skills enhancement initiatives taken by the institution include the following**

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

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : 2 of the above can be considered.

5.1.5 **The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

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

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: A. All of the above

Remark : Input edited as per the given clarification by HEI , All of the above can be considered.

5.2.1 **Average percentage of placement of outgoing students during the last five years**

5.2.1.1. **Number of outgoing students placed year - wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
167	47	105	97	112

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
134	171	165	163	161

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
22	0	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	10	18	5

Remark : input edited as per the given observation .

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

5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	175	206	225	270

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	20	22	25	24

Remark : Input edited as per the given clarification by the HEI , Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years.

6.3.2 Average 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:

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	1	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
52	45	40	45	42

6.3.3 **Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	2	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6	8	8	7	7

6.3.4 **Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
5	26	1	1	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
12	26	10	16	15

Remark : Input edited as per the given clarification by HEI , Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years.

7.1.2 **The Institution has facilities for alternate sources of energy and energy conservation measures**

1. Solar energy
2. Biogas plant

	<p>3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment</p> <p>Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: A. 4 or All of the above</p>
7.1.4	<p>Water conservation facilities available in the Institution:</p> <p>1. Rain water harvesting 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus</p> <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.5	<p>Green campus initiatives include:</p> <p>1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants</p> <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: A. Any 4 or All of the above</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <p>1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities</p> <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <p>1. Built environment with ramps/lifts for easy access to classrooms. 2. Divyangjan friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</p> <p>Answer before DVV Verification : C. 2 of the above</p>

Answer After DVV Verification: B. 3 of the above
 Remark : Input edited as per the given clarification by HEI , 3 of the above can be considered.

7.1.10 **The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: A. All of the above

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>311</td> <td>323</td> <td>324</td> <td>332</td> <td>400</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>325</td> <td>278</td> <td>336</td> <td>342</td> <td>325</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	311	323	324	332	400	2020-21	2019-20	2018-19	2017-18	2016-17	325	278	336	342	325
2020-21	2019-20	2018-19	2017-18	2016-17																	
311	323	324	332	400																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
325	278	336	342	325																	
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>11</td> <td>11</td> <td>11</td> <td>11</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	11	11	11	11	11	2020-21	2019-20	2018-19	2017-18	2016-17	10	10	10	10	10
2020-21	2019-20	2018-19	2017-18	2016-17																	
11	11	11	11	11																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
10	10	10	10	10																	
2.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>234</td> <td>481</td> <td>758</td> <td>878</td> <td>899</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p>	2020-21	2019-20	2018-19	2017-18	2016-17	234	481	758	878	899										
2020-21	2019-20	2018-19	2017-18	2016-17																	
234	481	758	878	899																	

2020-21	2019-20	2018-19	2017-18	2016-17
306	497	747	833	892

3.1 **Number of full time teachers year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
98	106	92	129	134

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
94	94	101	129	129

3.2 **Number of sanctioned posts year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
98	106	92	129	134

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
94	101	101	129	129

4.1 **Total number of classrooms and seminar halls**

Answer before DVV Verification : 43

Answer after DVV Verification : 11

4.2 **Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
194	127	281	292	310

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
194.22	127	281.90	292.03	310