



# **SELF STUDY REPORT**

**FOR**

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

**SHREENIVASA ENGINEERING COLLEGE**

**B,PALLIPATTI POST BOMMIDI PAPPIREDIPATTI TALUK DHARMAPURI DT  
635301**

**[www.shreenivasa.info](http://www.shreenivasa.info)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2024**

# 1. EXECUTIVE SUMMARY

---

## 1.1 INTRODUCTION

Shreenivasa Engineering College (SEC) is a dynamic community of scholars and learners situated on a picturesque location near Dharmapuri, Tamil Nadu. It is an innovative and vibrant place of learning, where undergraduates and graduate students pursue their educational and research interests in order to lead the next generation in transforming the engineering discipline. It opens its doors to all who work hard and dream big. Through its teaching, research and public service, Shreenivasa Engineering College (SEC) is driving the local economy and serving the local community. Working across disciplines is a core component of our approach to education. The college offers Premium quality learning spaces, resources and technologies.

**Shreenivasa Engineering College (SEC) seeks to achieve the highest levels of distinction in the discovery and transmission of knowledge and understanding.**

The College started with an initial strength of 300 and with five branches viz., Civil Engineering, Mechanical engineering, Electrical and Electronics Engineering, Electronics and Communication Engineering, and Computer Science and Engineering. Finding the venture successful, it increased its strength to 420 by increasing the intakes of civil and mechanical engineering departments to 120 each. It also started M. E. Courses in all the Departments. However, in subsequent years, due to recession in the field, the demand in the core engineering courses met with lower demand. To sustain and at the same to use the infrastructure and manpower effectively, the college closed the Civil Engineering and Electronics and Communications Engineering for which the admissions were very low and started the agricultural engineering and biomedical engineering courses. Subsequently it reduced the strengths of Mechanical Engineering and Electrical and Electronics Engineering to 30 each and added B. Tech courses in Artificial Intelligence and Data sciences and Information Technology. These strategies resulted in the stabilization of the admissions to the college and optimization of resources. The college is in the process of obtaining accreditation from NAAC to achieve the vision.

### **Vision**

To offer the highest quality technical education to the brightest engineering students in a dynamic environment of mutual learning, transforming them into confident, effective, respected and socially responsible engineers ready to tackle the toughest challenges.

### **Mission**

- To Prepare the rural youth as effective and responsible engineers for global requirements by providing quality education.
- To Evolve into globally recognized Institutions in the frontier areas of Engineering and Technology.
- To Respond effectively to the needs of the industry and changing world.

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

### Institutional Strength

1. Management with a vision
2. Location advantage – this is the only engineering college in around 280 villages.
3. Rural participation
4. Dedicated staff
5. Well disciplined students

### Institutional Weakness

1. Lack of interest among the students for core engineering course
2. Floating population of staff
3. Difficulty in getting Ph.D scholars as teachers
4. Transforming students with lukewarm interests to pursue professional courses by their proactive participation.

### Institutional Opportunity

1. The College is situated in a peaceful and serene environment surrounded by Yercaud Hills. This makes the teaching –learning process wonderful experience.
2. The institution offers wonderful opportunities to the rural youth, SC/ST students, children of migrants, and rural girls identified as the socioeconomically disadvantaged groups by the New Education policy, to have an engineering education at an affordable cost.
3. The College has signed MOUs for faculty exchange programmes with reputed educational institutions for curricular and allied enrichment of students and teachers.
4. Existing E-governance to be expanded by functional inclusion of each operational units of college.

### Institutional Challenge

1. Low capacity of learning power of the students due to their socio-economic background
2. Understanding the subjects taught in English
3. Non-availability of teachers with Ph.D qualification

4. Conducting interdisciplinary/multi-disciplinary UG programmes to be abridged between core course and discipline.

### **1.3 CRITERIA WISE SUMMARY**

#### **Curricular Aspects**

Curricular planning is the mainstay of any higher educational institution. Being an affiliated undergraduate college, our institution depends on a large extent on the curriculum of Anna University to which it is affiliated. On the curricular framework and guidelines provided by the parent university, the responsibility of the institution lies in academic planning and implementation of the curriculum by adhering to a flexible academic calendar and arranging and documenting the process of continuous internal assessment of students. The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment. A system of hierarchy follows the entire process and meticulously executes the plans.

Over the years the college has conducted many value added courses to supplement the students with additional courses which are needed to master the course. In the last five years it has conducted 60 value added courses averaging one course per semester per department. The institution maintains academic diversity by introducing these new add-on courses which are in tune with the emerging trends and local needs. This satisfies the requirements of the New Education policy of introducing interdisciplinary and multidisciplinary courses.

The college integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum by encouraging the students to take the courses relevant to these issues offered by the parent University as electives and also through conducting seminars, value added programs, invited lectures and extra-curricular activities.

Apart from issues of flexibility and diversity, the college collects the feedback on various curricular aspects from different stakeholders such as the students, alumni and faculty using structured formats. These inputs are forwarded to the IQAC for analysis and planning.

Every student is made to undertake project work or field work or internship each year so that he can cover all the three when he/she completes the course

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

With regard to the overall enrolment of students, the rate of enrolment of students of about 70% is encouraging for a college that is situated in such a remote area. The college is taking serious efforts to improve the student enrolment. Students enrolment for the year 20-23-24 was 360 and the enrolment for the current year (2024-25) is about 90%. In another two years it hopes to enrol 100% of the sanctioned strength.

The college always admits more number of students in the reservation category than the number of seats specified by the government policy.

Shreenivasa Engineering College maintains adequate students' teacher ratio to accomplish optimum teaching learning activates. In connection with teaching learning process the Institution has adopted student's centric

methods as holistic approach for providing necessary knowledge and skills to the students. Effective knowledge transfer is achieved by - synchronizing theory and practical programmes. The Institution is having well organized ICT system for effective teaching learning process. Faculties of the Institution have necessary qualifications stipulated by AICTE and are constantly cultivating their academic profile for consistent amelioration. The affiliating university is following CBCS for both curriculum and examination system and the college adopts it. Continuous evaluation systems of both formative and summative in nature have been adopted in a regular manner to assess the academic progress of students in different discipline. The faculty members of the Institutions are actively engaged in all patterns of examination system. In relation to students' performance and learning outcome, each department organises introductory interface session with Students in regard to programme outcomes and course outcomes. Accordingly the Institution maintains its website to display POs COs in each Crouse curriculum and activities.

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

Faculties are encouraged to go for various professional courses and programmes like Orientation, refresher, short-term and faculty development programmes. They are encouraged to take up major & minor research projects and are encouraged to apply for funding from government and non-government agencies. To improve upon the quality of teaching and research faculties are encouraged to publish their research findings in different journals and books. These contributions are taken in to account for the evaluation of their work and are used for their promotion and offer of increments in the salary. Extension activities are a must for developing sensitivities' towards community issues, Gender disparities and social-in-justice. In this regard, Seminars, Extension and Outreach Programmes are performed through NSS Unit. Bonding with the society is created through literacy campaign, awareness programme, road safety rallies, Blood Donation Camps, Aids Awareness Programme, cleaning the temples etc.

### **Infrastructure and Learning Resources**

The College has adequate infrastructure and physical facilities for teaching and learning. The academic departments are spread over six blocks in four buildings. The college has 24 classrooms, five smart classrooms, 79 laboratories, one computer room, 5 tutorial halls, one seminar hall, one open air auditorium, 7 staff rooms, one Boys common room and one girls common room.

Our college has a fully equipped Library with a lot of space to move around, facilities to study and browse. It contains 17698 books as of now for students' circulation. It subscribes to 132 journals in the physical form. It also subscribes to 911 e-journals through DELNET. The library has automation system (ILMS) for issue and collection of books.

The college has hostel facilities for both boys and girls, one each. A well equipped kitchen and dining halls are also available. A canteen is also available inside the campus. It works from 10 am to 5pm.

The institution has also a well-equipped gymnasium with modern equipment. The institution carries out its sports activities and annual sports program in the play ground that include courts for Badminton, shuttle cock, volley ball, kabaadi etc.

The IT infrastructure of the college is also adequate. The IT infrastructure of the college is also adequate. The college has 369 desk top computers, 11 Printer Scanners, and 10 Projectors. There are two browsing centres in

the institution. Smart classrooms & virtual classrooms are enabled with smart boards and the internet.

Our institution's WiFi facilities provide 100Mbps BSNL seamless and secure internet connectivity, empowering students, faculty, and staff to access information and resources anywhere, anytime.

### **Student Support and Progression**

The institution provides necessary assistance to students to acquire meaningful experiences for learning thus leading to holistic development and progression. Students of the College receive grants from schemes under

- 1)the Government of India,
- 2)Tamil Nadu State Government
- 3) Our college trust scholarship

The College provides free and half-free scholarships to deserving students who are economically backward to pursue their undergraduate studies.

The college conducts on-campus drive through placement cell every year. The institution takes special efforts to improve student performance and large number of students have progressed to higher education and gainful employment. The college takes various initiatives to promote an inclusive environment and to encourage local talents and skills by organizing cultural programmes and Annual sports. Alumni association arranges programme by alumni to impart skill training to students. The registered Alumni association has more than 1000 alumni as members. The association conducts annual get-together meetings for them

### **Governance, Leadership and Management**

The vision of the college is to bring out the great potential hidden within the students by imparting quality education to all students irrespective of caste, creed, economic situation, and to help students become self-reliant in their future life and enable them to face the multifaceted challenges of life. The college focuses on imparting quality education by taking the wellconsidered views of all the stakeholders associated with the college with regard to its mission while keeping in view its vision and making efforts to implement them.

Shreenivasa Engineering College is affiliated to Anna University. It is run by a Board of Trustees with the help of the Governing Council. The Governing Council formulates different policies and plans, keeping in mind the welfare of all its stakeholders. The Principal being the Secretary of the Governing Council takes initiative for proper implementation of the plans. The college has implemented e-governance in the areas of Administration, Finance and Accounts, Students Admission and Supports and examination to ensure transparency and smooth functioning. The institution maintains a detailed self-appraisal system for teachers and non-teaching staff. Quality assurance is taken care of by the IQAC.

### **Institutional Values and Best Practices**

The objective of the college is to make the student independent and make them confident to face the world on

their own capabilities. Especially women empowerment is given importance, since the Institution being run by the Board that has woman chairman who has lot of empathy for students and staff. Many gender sensitization and awareness programmes and seminars are being organized by various departments of our college in collaboration with IQAC. The institution celebrates national and international commemorative days, events and festivals like International Mother Language Day, Women's Day, Independence Day, Earth Day, World Environment Day etc.

The College has started using LED bulbs and tube lights inside the campus as an effective measure of energy conservation. The college has separate garbage bins for biodegradable and non- biodegradable solid waste. To promote green campus in the college several initiatives are taken. Environment friendly pathways has been provided for the students and staffs of the college to ease their movement from one place to another. College has taken many measures to make the campus plastic free. The college campus is filled with trees and plants. It adds beauty to the picturesque surrounding.

Several initiatives have been taken by the college for the disabled and handicapped. Ramps have been provided. The college is in the process of installing a Lift.

Green audits are also done. As part of beyond the campus environmental promotion activities, the students of the college are involved in cleaning the nearby villages, planting tree saplings, conducting plastic awareness campaigns. The college takes various initiatives to promote an inclusive environment facilitating tolerance and harmony towards Cultural, Regional, Linguistic, Communal & Socio-economic and other diversities.

The college conducts SWOT analysis every year to evaluate the performance of the students and is continuously giving course correction to improve upon their performance. Also, one student of each class is asked to give every day a special talk on a relevant topic to improve on his ability to communicate and collect and disseminate information. These best practices help them in capacity building.

The distinctness of the college lies in identifying the potential youth of this rural area who are from the socioeconomically disadvantaged groups and transforming into successful engineers so that they can take care of their families and serve the community and the nation.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHREENIVASA ENGINEERING COLLEGE
Address	B,PALLIPATTI POST BOMMIDI PAPPIREDIPATTI TALUK DHARMAPURI DT
City	DHARMAPURI
State	Tamil Nadu
Pin	635301
Website	<a href="http://www.shreenivasa.info">www.shreenivasa.info</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	NANDHAGO PAL N	4346-291056	9442554159	4346-291156	principal205@gmail.com
IQAC / CIQA coordinator	THIYAGAR AJAN R	4346-291057	9442586159	4346-291156	thiyagu.softece88@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	



State	University name	Document
Tamil Nadu	Anna University	<a href="#">View Document</a>

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	<a href="#">View Document</a>	23-03-2024	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	B,PALLIPATTI POST BOMMIDI PAPPIREDIPATTI TALUK DHARMAPURI DT	Rural	8.65	150000

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme	Name of Pro	Duration in	Entry	Medium of	Sanctioned	No.of

Level	gramme/Co urse	Months	Qualificatio n	Instruction	Strength	Students Admitted
UG	BTech,Artifi cial Intelligence And Data Science,	48	HSC	English	60	57
UG	BTech,Agric ultural Engineering,	48	HSC	English	60	31
UG	BTech,Infor mation Technology,	48	HSC	English	62	62
UG	BE,Compute r Science And Engineering,	48	HSC	English	61	61
UG	BE,Biomedic al Engineering,	48	HSC	English	63	63
UG	BE,Mechanic al Engineering,	48	HSC	English	30	18
UG	BE,Electrical And Electronics Engineering,	48	HSC	English	30	22
PG	ME,Compute r Science And Engineering,	24	UG	English	18	5
PG	ME,Cad Cam Engineering,	24	UG	English	9	1
PG	ME,Power Electronics And Drives,	24	UG	English	9	2
PG	ME,Structura l Engineering,	24	UG	English	18	6

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	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	3				8				73			
Recruited	3	0	0	3	5	3	0	8	46	27	0	73
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>						
	<b>Male</b>		<b>Female</b>		<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government						22
Recruited	14		8		0	22
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						22
Recruited	14		8		0	22
Yet to Recruit						0

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

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	0	0	0	4	0	0	6
M.Phil.	0	0	0	0	0	0	5	4	0	9
PG	0	0	0	0	0	0	43	26	0	69
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	194	0	0	0	194
	Female	120	0	0	0	120
	Others	0	0	0	0	0
PG	Male	9	0	0	0	9
	Female	5	0	0	0	5
	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	52	25	37	35
	Female	51	36	46	18
	Others	0	0	0	0
ST	Male	40	26	13	7
	Female	17	18	6	8
	Others	0	0	0	0
OBC	Male	111	86	89	61
	Female	57	33	31	24
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		328	224	222	153

### Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The new education policy states that a holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such an education will help develop well-rounded individuals in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion and debate; and rigorous specialization in a chosen field or fields. Such a holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines. Being an affiliated college of a university, Shreenivasa Engineering College cannot deviate from the syllabus of the University and has a limited role in the implementation of multidisciplinary education. It is offering the multidisciplinary course available in the pool of electives. However other courses are being offered to the students as value added courses as co-curricular activity. The institution is moving ahead in the process of achieving autonomous status. It understands that its mission of uplifting rural youth cannot be achieved without integrating the courses that help building their intellectual, aesthetic, social, physical, emotional, and moral capacities with the regular technical courses. Hence, it is identifying the courses and is planning to integrate them into the curriculum in the near future. Staff members are Advised to attend such courses and equip themselves. This will help in integrating humanities and science with technical education.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic Bank of Credits (ABC) is a virtual digital storehouse that contains the information of the credits earned by individual students throughout their learning journey. It will enable students to open their accounts and give multiple options for entering and leaving educational institutions. Academic Bank of Credits has been established on the lines of the National Academic Depository (NAD), in the sense, NAD is the backbone of ABC, where the students' academic data are held and academic awards are. Despite the fact that ABC enables students to register or commence credit transfer, the final outcomes of credit redemption and issuance of certificates, as well</p>

	<p>as the compilation of award records, are administered by academic institutions via the NAD Platform. Hence being the owner of academic awards, Academic Institutions must mandatorily register themselves under ABC via NAD. “Credits awarded to a student for one program from an institution may be transferred / redeemed by another institution upon students consent” Credit transfer is the key to successful study mobility. This enables the student mobility, recognizes the student’s learning achievements, and allows the student to take his own path. ABC helps the student to study at his own pace and gives him chance for multiple entry and multiple exit. Shreenivasa Engineering college is in the process of getting approval to apply for registration with Academic Bank of Credits from statutory authorities such as Governing council, Academic Council and University Authorities. The College has registered with NAD. Students are encouraged to undergo courses offered by National Schemes such as SWAYAM, NPTEL, V-lab through online mode. Our institution is spreading the awareness among the students about ABC through informal teaching methods. Students are advised about the mechanism of credit earning through online courses, and depositing the earned credit in ABC for latter use. They are also advised about the credit transfer.</p>
3. Skill development:	<p>Developing skills is about identifying areas for improvement, acquiring new abilities, and refining existing talents. This includes a broad spectrum, from interpersonal and critical thinking skills (soft skills) to proficiency in technical areas (hard skills). The New Educational Policy acknowledges that skills including problem-solving, critical thinking, creativity, and communication are vital. The NEP emphasizes these skills alongside academic knowledge. Skill development is a necessary requirement for both teachers and students. It improves the employability of students and enhances the capability of teachers to transfer knowledge and hone their skills. The college is taking measures to develop the skills of both students and teachers. It arranges compulsory field visits /industrial visits to understand the skills needed for them in their chosen area of education. It identifies their capacity and skill through the teachers and arranges for internship to focus on their skill development. Their skills are</p>



honed by giving mini-projects and projects specific to individual's capacity and capability. In addition, skill development programmes are conducted collectively for all the students. Hands-on training is given to them by experts and practitioners in the technical area. The college is also planning bridge courses for the students to fill the skill-gap. It is conducting various value-added courses. The college has introduced LokVidya (indigenous knowledge and skills) in our institution through extra-curricular activities. The College understands that the development of vocational capacities will go hand-in-hand with the development of 'academic' or other capacities. Hence, it is taking several steps to enhance the skills of teachers. They are encouraged to attend various Faculty development programmes and workshops pertaining to their field of specialization. They are also given financial assistance for attending those programmes. The institution is in the process of promoting online and open vocational education. Flipped learning and Virtual learning methods are being tried on an experimental basis. Based on the results these programmes will be improved introduced in a phased manner. The College is planning to start a Vocational Education and training Centre (VET)). The college has stated in its strategic development plan that incubation centres will be set up in our institution in partnership with industries in the near future (as a long-term goal).

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

The New Educational policy stresses that the promotion of Indian arts and culture is important not only for the nation but also for the individual. Cultural awareness and expression are among the major competencies considered important to develop in children, in order to provide them with a sense of identity, belonging, as well as an appreciation of other cultures and identities. It is through the development of a strong sense and knowledge of their own cultural history, arts, languages, and traditions that children can build a positive cultural identity and self-esteem. Thus, cultural awareness and expression are important contributors both to individual as well as societal well-being. NEP's envision of promoting Indian languages, arts and culture calls for an immediate paradigm shift from our immediate past education system. In fact, Anna University has introduced subjects such as Tamil Heritage and

	<p>Professional Teachers with higher qualification in Tamil language are appointed for teaching such subjects. Anna University to which the college is affiliated, has introduced Many UG courses in Tamil medium. Along with the regular courses, special lectures that elaborate on the cultural and knowledge heritage of India and the vision of Indian philosophy are arranged. Being situated in a rural area far away from urban centres, the students are facing difficulties in understanding some of the technical concepts. Hence a bilingual approach is adopted and the concepts are explained in Tamil, the vernacular language, along with English. Students are encouraged to participate in any discussion with the staff in Tamil if they are not able to converse fluently in English. In some of the subject's hand-outs are distributed to the students in Tamil so that they grasp the concepts without difficulty. Books on the constitution of India and Indian Heritages are kept in the Library and students are advised to use them. Cultural club of the college conduct various events in Tamil so that students can participate with interest. The topics cover Indian and Tamil heritage. Events and competitions that propagate Indian cultures such as Rangoli, women hairstyles, Indian dance are conducted on a regular basis. Pongal, Onam, and Holi festivals are celebrated on appropriate days. Games such as kabaadi are conducted with lot of enthusiasm.</p>
5. Focus on Outcome based education (OBE):	<p>The development of a professional has two stages: The education stage, normally provided by a professional institution, is followed by a period of supervised training while gaining experience in engineering practice. The education provided by the professional institution plays a critical role in the development of the professional. Hence the role of the programme offered by any institution should be scrutinized well. POs, COs and PSOs and their attainment plays an important role in this. Student-centricity, goal-orientedness, and strategic steps must take precedence in the instructional approaches. For this, outcome-based education (OBE) is an ideal educational technique that motivates learners to stay on track and achieve predetermined goals. The college has introduced OBE in the Departments. PEOs and Program Outcomes are evaluated based on the Engineering Knowledge, Problem Analysis, Design/development of solutions, Conduct</p>

	<p>investigations of complex Problems, Modern tool usage. The engineer and society, Environment and sustainability, Ethics, Individual and team work, Communication, Project management and finance, Life-long learning as specified by the Washington accord and indicated by National Board of Accreditation. Course Outcomes are specific and measurable statements that define the knowledge, skills, and attitudes learners will demonstrate by the completion of a course, these course outcomes are statements which are course-specific. They cover the core course related outcomes, and contribute to the overall attainment of the Programme Outcomes. Each course is designed to meet about 5 or 6 Course Outcomes. The Course Outcomes are stated in such a way that they can be actually measured. COs are set by the college, by consulting with the department heads, faculty, students and other stakeholders. COs are measured based on assignment of course grades, Surveys based on satisfaction, attitudinal and others such as perceptions, These Course Outcomes are the resultant knowledge skills that the students acquire at the end of the course. In addition, Program Specific Outcomes (PSOs) are also measured. PSO indicates what the graduate students of a specific degree program should be able to do. The COS are mapped with the POs and PSOs. Faculty handling the course are asked to map their COs to the appropriate PO in order to ensure that all POs are delivered throughout the period of study The Attainment of Course Outcome at the end of the e very semester is received from the students. For this, a particular template is followed. The students need to fill the template and give back to the course coordinator. Feedback from students, staff, employers, alumni, Interviews and self-evaluations, such as student or alumni self-ratings of learning are used to measure the attainment of COs. Attainment of COs,POs and PSOs are used for evaluating the performance of each Departments by the IQAC.</p>
6. Distance education/online education:	<p>Education has undergone a paradigm shift due to the rise of Information and Communication Technology (ICT). The New National Education Policy-2020 (NEP-2020) focuses on the extensive use of technology in teaching and learning, removing language barriers, increasing access as well as education planning and management. Open and</p>

Distance Learning (ODL) and ICT are considered as a means through which equity, access, and quality of education could be attained. The significant advantage of ICT lead to the concept of “anytime, anywhere learning.” This has ushered an era of new hopes and new horizons for students for their future benefits. The college is trying to blend ODL method with the conventional method. During the COVID times, the college adopted methods such as zoom meeting, online supply of reading materials, uploading videos in websites, and interacting with students through e-mails. It met with limited success due to the following factors: 1. Technology Access: Access to reliable internet and digital devices is a prerequisite for distance learning. The location of our college which is surrounded by vast lengths of hills makes it a significant barrier for Open and Distance learning. 2. Digital Literacy Additionally, students and educators must possess a certain level of digital literacy to effectively engage with online platforms. This is circumvented by giving practical training to both the groups. Its success was proved during the COVID period. 3. Absence of Face-to-Face Interaction: The absence of physical presence in classrooms limits the direct interaction between students and instructors. This affects the learning experience, making it difficult to engage in meaningful and spontaneous discussions. An intelligent student with high degree of motivation can circumvent the difficulties in learning through active search. However, students who have low degree of motivation find it difficult to learn and get disinterested. This was also witnessed during the COVID period. 4. Time Management Learning is a two-way process. We cannot eliminate or minimize the role of a teacher. However, teachers being heads of family also they cannot spend their entire time with the students. This makes the anytime learning concept a difficult one to adopt. Also, teachers do not have any incentive to adopt this method. 5. Lack of hands-on experience: Engineering discipline requires a lot of hands on experience for the students. Acquiring this will be difficult for the students with ODL. 6. Assessments: Evaluating student performance and ensuring the integrity of assessments can be challenging in a distance learning environment. While distance learning offers numerous benefits, it is not a one-size-fits-all

solution. It was evident from the experience that ODL serves as a complement rather than a replacement for traditional education methods. The method should evolve into a more refined one so that all the lacunae are removed. Till then the integrated method combining the strengths of both approaches will be the best solution. The college is adopting such a methodology.

### Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>An Electoral Literacy Club is a platform to engage College students through interesting activities and hands-on experience to sensitize them on their electoral rights and familiarize them with the electoral process of registration and voting. Electoral Literacy Clubs are especially being set up in colleges all across India targeting the new voters, (in the age group of 18-21 years old) pursuing their graduation. OBJECTIVES: Electoral Literacy Club was established at our college with the following objectives: To educate the targeted populations about voter registration, electoral process and related matters through hands on experience, To familiarize the targeted populations with EVM and VVPAT and to educate them about robustness of EVM and integrity of the electoral process using EVMs, To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner, To harness the potential of ELC members for carrying the electoral literacy in communities, To facilitate voter registration for its eligible members who are not yet registered and To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every Vote Counts' and "No Voter to be left".</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The students' co-ordinator and faculty co-ordinators have been appointed by the College. The ELC established in our college is functional in nature. composition of Electoral Literacy Club is Headed by Dr.R.Thiyagarajan, NSS coordinator Members are, D.Chandru, Third Year Biomedical V.Gowthaman, Final Year EEE S.Tamilarasi, Final Year CSE A.Elumalai, Final Year Agri K.Gokul Kannan, Final</p>

	Year Mech
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Club organizes and celebrates the National Voters Day on 25 th january every year. It enrolls the first year engineering students who generally complete 18 year as voters. Encourages the students to involve in the voter registration of the people in their villages. It conducts various programs to spread awareness among the under-privileged people in the society It spread the message of not accepting money for voting. It actively participates in the promotion of ethical voting. During elections, It helps along with the government officials, in maintaining social harmony among various communities in the near-by villages.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Students are encouraged to do demonstration projects on Electronic voting machines (EVM). Students organize rallies promoting voter registration and participation in elections. The ELC arranges events in which the local government officials participate and promote voter registration.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The club collaborates along with the District Collector's office. District Collector who is also the District Election Officer (DEO) periodically participates and assigns events to the club to create awareness of the importance of voting through various programs like rally, surveys and conducting Competitions.

## Extended Profile

---

### 1 Students

#### 1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
804	634	580	464	503

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

### 2 Teachers

#### 2.1

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

Response: 166

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

#### 2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
84	77	70	70	77

### 3 Institution

#### 3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
304.91	329.03	247.14	804.41	272.42

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



## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

Shreenivasa Engineering College is following the academic calendar prescribed by Anna University to which the college is affiliated. Being an affiliated college, there is limited flexibility in curriculum enhancements. Effective curriculum delivery is ensured through a well-planned and documented process. All curricular and co-curricular activities are carried out according to the Academic calendar.

Before the commencement of each semester an academic calendar is prepared by the Principal in consultation with the management and the Heads of the Department based on the guidelines of the University. The Calendar has flexibility in accommodating various co-curricular and extra-curricular activities. The hard copy of academic calendar is handed over to all the students at the start of each semester.

After the finalisation of the academic calendar, distribution of workload is prepared by the HOD and approval is obtained from principal. At the beginning of every semester, after the distribution of work load by the Head of the Department, lesson plans are prepared by the faculty members and submitted to the principal through the Heads of various Departments. Daily coverage of the portion as per the lesson plan is entered into the log-book maintained by individual staff members on a daily basis. The HOD of the concerned Department verifies and signs the log- books. The log-books are verified by the principal periodically to ensure the completion of the portion in time. Monthly progress report is also submitted to the principal at the end of every month. Follow-up actions are planned out in the staff meetings presided over by the principal.

The college conducts 2 internal assessments tests every semester. The tests are conducted for 100 marks with 180 mins duration for each subject. Internal marks are awarded based on the performance of the student in the internals assessment tests.

As a a part of the ongoing evaluation of the student- staff performance, class committee meetings are conducted regularly for each Department. Head Of the Department, Staff advisor for the particular class and 6 members ( 2 from fast learners, 2 from slow learners and 2 from average students)nominated by the HOD as representatives of the students participate in the meetings and the views of the students are collected. Based on the observations, follow up actions are planned in the staff meetings and communicated to the principal for his perusal and necessary action.

Progress of each student is assessed through internal tests followed by the end-semester examination conducted by the University. As a part of course enrichment, the Departments are encouraged to conduct guest lectures and seminars by calling experts from various organizations/ Institutions.

As a part of feed-back mechanism, opinions are collected from the stack holders such as students, teachers and parents and are analyzed in a focused way. Based on the feed-back information, steps are planned to execute the action plan in subsequent semesters.

File Description:

1. Academic calendar
2. Anna University syllabus
3. Distribution of Work load
4. Lesson plan
5. Log-book
6. Internal assessment- circular
7. Internal assessment-question papers
8. Internal assessment-evaluation samples
9. Internal assessment- mark-list
10. Class committee meeting - circular
11. Class committee meeting –minutes

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

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 32

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>

**Other Upload Files**

1

[View Document](#)**1.2.2**

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

**Response:** 43.45

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

2023-24	2022-23	2021-22	2020-21	2019-20
197	366	186	349	199

**File Description****Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**1.3 Curriculum Enrichment****1.3.1**

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

**Response:**

College takes an utmost interest in the implementation and internalization of Gender, Environment and Sustainability, Human Values and Professional Ethics through the undergraduate and postgraduate curriculum.

The Curriculum is enriched at different levels, first through proper courses offered by the different departments of the college, second through values added courses by the college in general and third through various talks, workshops, and programs. Shreenivasa Engineering College, an affiliated college of Anna University cannot *per se* introduce subjects into the curriculum. Hence it encourages students to take the credit courses offered in the topics of Environment and sustainability, and ethics. Issues pertaining to Sustainability and Human Values are internalized by the students through value added courses. **Gender issues and women empowerment subjects are still evolving and the students are sensitized in these issues through various programs and special lectures.**

Implementation and internalization of Gender, Environment and Sustainability, Human Values and Professional Ethics was carried out by the college by offering the following value-added courses:

1. Conservation of Energy
2. Wind engineering
3. Solar power plant design
4. Energy audit and management
5. Recent trends in e-vehicles
6. Safety in laboratories
7. Intellectual property rights

In order to understand the importance of Human Values the following value-added courses were conducted

1. Stress Management
2. Psychology
3. Social media analysis

The college understands the need for sustainability by focussing on the prerequisite of Clean and Green Environment In the field of Environment and Sustainability, the following seminars and workshops were conducted:

### **Clean and Green Environment**

The following value-added courses were conducted in this area during the last five years under the following topics:

1. Composting
2. Green computing
3. waste to energy
4. Solid Waste Management
5. Waste to energy
6. Bio-fertilizers and bio-pesticides
7. Energy conservation and management
8. Structure, biocompatibility and testing of biomaterials and implant materials

In the field of Environment and Sustainability, the following seminars were conducted in the last five years.

1. “Energy Conservation Management and Electrical Safety”
2. Energy Conservation to Preserve Upcoming Generations”
3. Increasing Energy Efficiency of the Industrial Electrical Distribution Energy Audit and its Applications”.
4. “Energy Crisis and Its Starvation”
5. Energy Conservation to Preserve Upcoming Generations
6. Seminar on Increasing Energy Efficiency of the Industrial Electrical Distribution
7. Energy Conservation to Preserve Upcoming Generations”
8. Technical Seminar on Recent Trends in Alternate Fuels and Energy Sources

- 9.Seminar on Energy Conservation Management and Electrical Safety  
10. Technical Seminar on Technology Innovation and Solar.

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

### 1.3.2

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

**Response:** 17.91

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

Response: 144

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

## 1.4 Feedback System

### 1.4.1

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

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 55.57

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

2023-24	2022-23	2021-22	2020-21	2019-20
328	224	222	153	130

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

2023-24	2022-23	2021-22	2020-21	2019-20
414	372	372	372	372

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 50.91

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

2023-24	2022-23	2021-22	2020-21	2019-20
171	122	145	122	113

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

2023-24	2022-23	2021-22	2020-21	2019-20
290	258	258	258	258

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 9.57

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**



Our institution takes effort in teaching-learning process towards student centric approach by adopting various suitable learning methodologies to facilitate life-long learning. The teachers are also trained and get themselves updated. Experiential, participatory and problem-solving learning are adopted to ensure that students are active participants in the teaching-learning process. These learning processes develop communication skills, listening skills, problem solving skills, improves knowledge, and participation in various academic programmes which enable holistic development of the students. The methodologies practiced by the institutions are listed below:

### **Experiential Learning:**

- Every student is made to have an experiential learning path through each curriculum imparted in theory and practical subjects.
- Every semester, departments organize Industrial Visits and arrange Internships

In company to gain exposure to industrial practices.

- Students are encouraged to participate in internal/external college

workshops, National [conferences/ International conferences etc.

- Students are made to carry out mini Projects and main projects to have more Experimental learning.
- Value added courses and workshops are organized to gain hands on

experience in latest technologies.

- Guest lectures by eminent industry experts are arranged to facilitate students to acquire real time knowledge in recent technologies.

### **Participative learning:**

- Students participate in Online Lecture Tutorials, NPTEL courses.

Improvements in existing instructional methods are brought out by exposing students to real-world situations through role-play learning.

- Students are encouraged to participate in national and international level competitions, conferences, seminars and workshops within and outside the college.
- Students are motivated to participate in Professional Society events where they can explore their ideas and innovation towards awards and achievements.
- Seminars, Industrial visits and Guest Lectures influence them to understand the concepts and the subsequent process implementation in appropriate way.
- Innovative Project Cell (IPC) helps the students towards ideation and implementation.
- Through various club activities, the spirit of teamwork and social responsibility is instilled among students.
- Project works in collaboration with industry carried out by students help them acquire practical knowledge and enhance their knowledge through interaction with industrialists/scientists acquire practical knowledge and enhance their knowledge through interaction with

industrialists/scientists.

### Problem Solving Methodologies:

- Tutorial classes form a part of the course delivery to inculcate problem solving skills among the students to supplement regular teaching learning process.
- The problem-solving ability is further emphasized by incorporating questions on case studies in the internal assessment tests and model exams and involving them to solve the problem posed by industry.
- Free Internet access in the library and Wi-Fi facilities in campus promote the habit of self-learning and discussion among the students.
- In addition to general aptitude and logical reasoning classes, second- and third-year students are offered value added programs which improve their problem-solving skills.
- Symposium and Project Contest are arranged for students to test their skills and work on interesting real-world challenges.

Information and Communication technology has revolutionized the mechanism of teaching bringing in new type of teaching- learning process. Some of the important uses of ICT in teaching are easy sharing of knowledge, continuous learning, distance learning, sharing study material, easy knowledge transfer and ease of understanding.

Our college faculty are well-equipped to conduct classes using PowerPoint presentations, 2D/ 3D graphical depictions, simulations, audio-video clips, and presentations. The college faculty undergoes various training programs to upgrade their ICT skills for course delivery, content development, teaching and use of library resources.

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

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
84	77	70	70	77

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

**2.4.2**

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

**Response:** 17.46

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

2023-24	2022-23	2021-22	2020-21	2019-20
16	17	11	11	11

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

**2.5 Evaluation Process and Reforms****2.5.1**

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

**Response:**

### **Conduct of Examination: Internal assessment**

As per Anna University Regulation 2021 its specified two internal assessment test should be conducted by the college for each semester, and assessment mark should be entered into the Anna university web portal by our college.

### **Procedure for conducting Internal Examination:**

#### **Communication of Examination:**

As per the academic schedule of anna university we make an academic calendar and fix two-assessment test and communicated to the students and staff members. A one week of before the exam, meeting was conducted by the exam cell coordinator with all department exam in charges and discussed the exam time table, question paper preparation, Hall plan, seating arrangements, staff invigilation duty and other related examination activities.

#### **Evaluation of examination**

After completion of examination paper valued by the respective subject in charges and valued paper was distributed to the students for checking the total, any non-evaluated pages in the answer booklet. After completion of grievances final mark was awarded to the student and it was entered into the anna university web portal.

### **Procedure for conducting External Examination (University Examination):**

- Eligible candidates are allowed to appear for the semester examination after they registered for examination in all courses according to the Anna University regulations.
- The elective selected by the student and uploaded to the controller of examination portal with approval of principal.
- The chief superintendent is appointed by controller of examination.
- Anna university released the examination fees details and it is informed to student.
- Anna university released the exam time table in the website and the same was circulated to the students.
- Eligible candidate's hall ticket was generated in the web portal, after signing of principal issued to the students.
- At the time of examination Anna University representative appointed by the zonal office and monitoring the examination activities.
- All the examination papers were sealed and handover to the Anna university representative person, he submitted all the packets to zonal office.
- Anna university scheduled the central valuation after completion of valuation published

### **Students Grievances:**

- Grievances identified in internal examinations for the student are rectified by the respective subject in charges, HOD, Principal.
- Grievances identified regarding Anna University Examination such as applying Photocopy, revaluation and review process for the results they obtained, other grievances like correction in

the grade sheet (DOB, printing mistakes, duplicate grade sheet, etc.) are rectified by COE of Anna University.

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

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### **Response:**

The development of a professional has two stages: The education stage, normally provided by a professional institution, is followed by a period of supervised training while gaining experience in engineering practice. The education provided by the professional institution plays a critical in the development of the professional. Hence the role of the programme offered by any institution should be scrutinized well. POs, COs and PSOs and their attainment plays an important role in this.

Student-centricity, goal-orientedness, and strategic steps must take precedence in the instructional approaches. For this, outcome-based education (OBE) is an ideal educational technique that motivates learners to stay on track and achieve predetermined goals.

The college has introduced OBE in the Departments. PEOs are

Program Outcomes are evaluated based on the Engineering Knowledge, Problem Analysis, Design/development of solutions, Conduct investigations of complex Problems, Modern tool usage. The engineer and society, Environment and sustainability, Ethics, Individual and team work, Communication, Project management and finance, Life-long learning as specified by the Washington accord and indicated by National Board of Accreditation.

Course Outcomes are specific and measurable statements that define the knowledge, skills, and attitudes learners will demonstrate by the completion of a course, These course outcomes are statements which are course-specific. They cover the core course related outcomes, and contribute to the overall attainment of the Programme Outcomes. Each course is designed to meet about 5 or 6 Course Outcomes. The Course Outcomes are stated in such a way that they can be actually measured. COs are set by the college, by consulting with the department heads, faculty, students and other stakeholders.

COs are measured based on assignment of course grades, Surveys based on satisfaction, attitudinal and

others such as perceptions,

These Course Outcomes are the resultant knowledge skills that the students acquire at the end of the course.

In addition, Program Specific Outcomes (PSOs) are also measured. PSO indicates what the graduate students of a **specific degree program** should be able to do.

The COS are mapped with the POs and PSOs.

Faculty handling the course are asked to map their COs to the appropriate PO in order to ensure that all POs are delivered throughout the period of study

The Attainment of Course Outcome at the end of the e very semester is received from the students. For this, a particular template is followed. The students need to fill the template and give back to the course coordinator.

Feedback from students, staff, employers, alumni, Interviews and self-evaluations, such as student or alumni self-ratings of learning are used to measure the attainment of COs.

Attainment of COs,POs and PSOs are used for evaluating the performance of each Departments by the IQAC.

The result on the COs, POs, PSOs and result of the mapping submitted to the IQAC by each department. the IQAC evaluate them and convey the findings to the governing council through the principal. It's also uploads on the college website.

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

## 2.6.2

*Attainment of POs and COs are evaluated.*

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

**Response:**

A Computer Science and Engineering (CSE) department, Program Outcomes (POs) and Course Outcomes (COs) serve as critical benchmarks to ensure that educational objectives are being met and that students are acquiring the necessary skills and knowledge. These outcomes are essential for aligning the department's academic offerings with NAAC standards and showcasing the program's commitment to quality education.

## 1. Program Outcomes (POs)

Program Outcomes are broad statements that describe what students are expected to achieve by the time they complete their degree program. For a CSE department, POs typically encompass a range of competencies and skills that graduates should possess. These outcomes reflect the department's commitment to preparing students for professional success and are aligned with industry standards and academic expectations.

### Key aspects of POs include:

**Technical Proficiency:** POs often emphasize the importance of a solid understanding of core computer science concepts, such as algorithms, data structures, software engineering, and systems design. Graduates should be able to apply these concepts effectively to solve complex problems.

**Problem-Solving Skills:** Graduates should be equipped with critical thinking and analytical skills to approach and resolve real-world challenges. This includes the ability to design and implement effective solutions, troubleshoot issues, and innovate in various technological contexts.

**Ethical and Professional Conduct:** POs typically include a focus on professional and ethical standards in computing practices. This encompasses understanding the societal impact of technology, adhering to ethical guidelines, and demonstrating professionalism in their work.

**Communication and Teamwork:** Effective communication and collaboration are essential for success in the technology sector. POs often highlight the importance of working effectively in teams, presenting technical information clearly, and engaging in interdisciplinary projects.

**Lifelong Learning:** Given the rapid evolution of technology, POs emphasize the need for graduates to engage in continuous learning and professional development. This ensures that alumni remain current with emerging trends and technologies throughout their careers.

## 2. Course Outcomes (COs)

Course Outcomes are specific, measurable statements that define what students should achieve upon completing a particular course. They are designed to support the broader Program Outcomes by detailing the knowledge and skills gained in individual courses. COs are crucial for ensuring that each course contributes effectively to the overall educational goals of the program.

### Key elements of COs include:

**Specific Learning Objectives:** Each course should have clear, defined objectives that outline what students will learn and be able to do upon completion. These objectives should align with both the POs and the specific content and goals of the course.

**Assessment and Evaluation:** COs are used to assess student performance and ensure that learning objectives are met. Effective assessment methods might include exams, projects, presentations, and practical assignments that evaluate students' understanding and application of course material.

**Alignment with POs:** COs should be mapped to the relevant POs to ensure coherence between

individual courses and the overall program objectives. This alignment helps to track and demonstrate how each course contributes to achieving the broader goals of the program.

**Continuous Improvement:** Regular review and revision of COs are essential for maintaining relevance and effectiveness. Feedback from students, industry trends, and advancements in technology should inform updates to COs, ensuring that they remain aligned with current standards and practices.

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

### 2.6.3

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

**Response:** 92.45

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	102	67	115	169

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	111	80	115	184



<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

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

**Response:** 3.86

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 14.67

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

2023-24	2022-23	2021-22	2020-21	2019-20
2.65	9.265	2.75	0	0

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, Incubation etc.

The institute established Institute Innovation Council. The primary aim of it is to encourage, inspire and nurture young students by supporting them to work with new ideas while they are in formative years.

The institute facilitates talks and all members of Institute Innovation Council and all the faculty members and students participate in these talks. As envisioned by the National Science Technology and Innovation policy, the college is making provisions for the strengthening of the overall innovative ecosystem, fostering Science & Technology - enabled entrepreneurship, and improving participation of the grassroots levels in the research and innovation ecosystem.

An institutional architecture to integrate **Traditional Knowledge Systems (TKS)** and grassroots innovation into the overall education, research and innovation system will be established. Collaborations between grassroots innovators and scientists will be facilitated through joint research projects, fellowships and scholarships. Grassroots innovators will also be supported for registration, claiming the Intellectual Property Right (IPR), filing of patent, or any type of legal claim. Advanced tools based on Artificial Intelligence (AI) and machine learning will be used for curation, preservation and maintenance of heritage knowledge.

***Specifically, the college, in order to preserve Traditional Knowledge System, intends to concentrate on development of traditional medicine which is specific to this area.***

Traditional medicine (TM) is the sum total of the knowledge, skills, and practices based on the theories, beliefs, and experiences indigenous to different cultures, used in the maintenance of health, as well as in the prevention, diagnosis, improvement, or treatment of physical and mental diseases.

In these traditional practices, plants have been a crucial resource, owing to their abundance since the dawn of mankind. Plants as a resource remain the indispensable resource from which even synthetic alternatives are derived. Recently, natural medicines have shown increased popularity, not surprisingly when considering the benefits. By combining the knowledge derived from traditional medicinal practices with modern science, the possibilities for drug discovery and use of plants in the treatment of a wide array of conditions seems endless.

There are unidentified number of medicinal plants in Yercaud Hill which is just 30 kilometers away from the college. Some of the documented medicinal plants such as *Acalypha indica* L., *Gymnema sylvestre* R. Br., *Leucas aspera* (Willd.) Link, *Mimosa pudica* L. and *Solanum nigrum* L. are found to be practiced as important medicinal plants in Yercaud hills for the treatment of diseases like snake bite, diabetes, headache, dysentery and stomach ulcer. Sirukurinjan, also known as Sarkkaraikolli or Sweet Killer, the botanical name of which is *Gymnema Sylvestre* helps to treat Diabetes Mellitus".

It is planned by the Innovation centre of the college to identify similar medicinal plants available in the Yercaud Hills, develop methods for extraction, purification, and patenting and commercialization using the college laboratories, IPR cells and EDC.

In connection with this, the college has established Research and Development Cell, Intellectual property Rights cell (IPR) and Entrepreneur Development Cell.

**Entrepreneur Development Cell** is started with the aim to Promote and sustain student innovations from ideation to startup developing entrepreneurial eco system. EDC continuously conducts events and awareness workshops to students.

Already these cells are conducting seminars and workshops along these lines.

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

**3.2.2**

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

**Response: 57**

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

2023-24	2022-23	2021-22	2020-21	2019-20
23	10	10	8	6

**File Description****Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**3.3 Research Publications and Awards****3.3.1**

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

**Response: 0.02**

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

2023-24	2022-23	2021-22	2020-21	2019-20
2	1	0	0	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.3.2

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

**Response:** 0.01

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	1	0	0	0

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>

## 3.4 Extension Activities

### 3.4.1

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

**Response:**

Extension activities of the college are carried out through the NSS. These activities not only help the society particularly the near- by villages, they also sensitizes the students to the social issues that impact

the society.

The NSS (National Service Scheme) Extension activities typically involve students engaging with their local communities to address social issues and contribute positively to society.

Extension activities through NSS typically involves

1. Awareness campaigns
2. Community service projects
3. Skill development programs
4. Health and hygiene promotion

Over the years the college is doing yeomen service to the near-by villages through its NSS wing in all these categories. The activities carried out in the last five years include the following:

#### **1. Awareness campaigns**

1. Road Safety Awareness Programme at Bommidi
2. Safety Awareness Programme for Women at Government Girls Higher Secondary School
3. Awareness Programme on Plastic Free Environment
4. Plastic Awareness Programme
5. Awareness on Higher Education Rally at Bommidi
6. Rain Water Harvesting Awareness Program
7. Water Usage Awareness Programme
8. Awareness Programme on Modern Agriculture for the Government School Students
9. Voters Awareness Program
10. Awareness Campaign on EVM- VVPAT
11. World Population Awareness Programme
12. Awareness of Modern Agriculture process

#### **1. Community service projects**

1. Bank Account Opening Programme
2. Special Camp for Aadhar Card Updation
3. Census Counting Programme
4. Free Health Checkup for Public

#### **1. Skill development programs**

1. Yoga Training class
2. Free Vocational Training (Welding and Lathe Machine) for School Students

#### **1. Health and hygiene promotion**

1. Self Hygiene Awareness Program for COVID
2. AIDS Awareness Programme and Rally
3. Medical Awareness (Dengue & Malaria) Pamphlet Distribution
4. Cancer Awareness Programme

5. Child Cancer Awareness Programme
6. Social Distance Maintenance Awareness Programme
7. Health Awareness Program at Govt School

The college is planning to arrange more skill development programs for the rural youth of this area in the near future through its NSS wing. The Blood donation camp which was going on regular basis before COVID will also be renewed this year. An eye camp conducted once in the college about 7 years ago will also be renewed.

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

### 3.4.2

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

##### **Response:**

Social service addresses social problems and builds human relationships. Nurturing relationships are central to social service professionals in all aspects of work.

##### **The core values of social service are**

1. Service
2. Social justice
3. Dignity and worth of the person
4. Importance of human relationships
5. Integrity
6. Competence

The Social Work awards and recognitions are more than just a celebration of social work. The end goal of social work is *improved community satisfaction* and a recognition for the service rendered.

At a time when individuals and communities, as well as workers themselves, face heightened challenges, the social service workforce has remained at the heart of building connections and linkages and ensuring the continuity of promotive, preventative and responsive services.

**The NSS of the Shreenivasa Engineering college, over the years, renders community services that is well appreciated by the local community. The government officials continuously praise and recognize the students' involvement in the society building activities. The list of activities that got recognition by the government officials are listed below:**

**Recognition for the activities carried out by the Institution****2023-2024**

1. Census Counting Programme
2. Water Usage Awareness Programme
3. Plastic Awareness Programme
4. Minor Body Health Checkup in School
5. Cancer Awareness Programme
6. AIDS Awareness Programme
7. Blood Donation Camp
8. Rain water harvesting Program
9. Green Campus Award

**2022-2023**

1. Cleaning Programme at Muniyappan Temple
2. Awareness of Modern Agriculture process
3. Cancer Awareness Programme
4. Distribution of Question bank and Answer Booklets for Government School Students
5. Water Usage Awareness Programme
6. Rain Water Harvesting
7. Renewable Energy Award
8. Green Campus Award- Green Audit

**2021-2022**

1. Road Safety Awareness Programme at Bommididi

**2019-2020**

1. Environment Enrichment Program at Temple Premise
2. Sapling Plantation Programme
3. World Population Awareness Programme
4. Blood donation camp

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

**3.4.3**



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

**Response:** 44

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

2023-24	2022-23	2021-22	2020-21	2019-20
14	10	10	05	05

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 3.5 Collaboration

### 3.5.1

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

**Response:** 26

<b>File Description</b>	<b>Document</b>
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

**Response:**

#### Facilities for teaching and learning

The College has adequate infrastructure and physical facilities for teaching and learning. The academic departments are spread over six blocks in three buildings. The college has 23 classrooms, five smart classrooms, 79 laboratories, one computer room, 5 tutorial halls, one seminar hall, one open air auditorium, 7 staff rooms, one Boys common room and one girls' common room.

#### Facilities for cultural and sports activities

##### Auditorium

Our seminar hall is a versatile facility for cultural, academic, and social events. It features a spacious stage, advanced sound and lighting systems, and comfortable seating for a large audience. The Seminar Hall has a seating capacity of 600. The auditorium like seminar hall hosts various events, including performances, lectures, seminars, and ceremonies, showcasing students' talents and creativity. It provides a platform for students to express themselves, develop public speaking skills, and engage with the community. It serves as a hub for cultural enrichment, intellectual exploration, and community building, enriching students' educational experience and fostering a sense of belonging.

The college conducts cultural programs and seminars in seminar hall. Mega events such as cultural day, sports day and annual day are conducted at the open-air auditorium.

##### Cultural activities

Our institution provides cultural activities, foster creativity, diversity, and community engagement. The college is organizing cultural events such as dancing, singing, mime Show and music events at the seminar hall. The facilities encourage creative expression, talent development, and cultural exchange, while promoting diversity, inclusivity, and community building. They enrich the institution's cultural landscape, nurture artistic talent, and preserve cultural heritage.

##### Sports facilities

Our institution facilities for sports activities promote physical fitness, teamwork, and discipline. Outdoor facilities feature fields for soccer and cricket, and courts for tennis, volleyball, badminton and shuttlecock and kabaadi. Indoor games such as carom and chess are conducted at sports room. Sports such as high jump, long jump and track events are conducted at the play ground.

These facilities provide opportunities for students to develop their skills, participate in competitions, and cultivate a healthy lifestyle. Well-maintained facilities also foster a sense of community, sportsmanship, and school spirit. By investing in sports facilities, institutions prioritize students' physical and mental well-being, preparing them for success in all aspects of life.

## Yoga

Our institution conducts yoga programmes at the seminar hall. The facilities available for yoga practice are mirrors, mats, and calming ambiance, ideal for yoga practices, meditation, and relaxation techniques. Qualified instructors guide students in various yoga styles, catering to diverse needs and skill levels. Regular yoga practices in this facility help reduce stress, improve flexibility, balance, and concentration, while fostering a sense of calm and inner peace. By providing a yoga centre, institutions prioritize students' holistic development, enhancing their overall quality of life and academic performance. Regular yoga practice also boosts energy and productivity.

## Gymnasium

Our institution gymnasium is a state-of-the-art facility equipped with modern equipment for strength training, cardio, and weight management. It provides a motivating environment for students to prioritize physical fitness and wellness. The gymnasium features a range of equipment, including treadmills, free weights, and resistance machines, catering to diverse fitness needs. Qualified trainers and instructors guide students in safe and effective workout routines, promoting healthy habits and lifestyles.

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

### 4.1.2

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

**Response:** 7.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
61.68	32.17	19.03	12.50	23.49

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### Response:

Shreenivasa Engineering college has a fully equipped Library with a lot of space to move around, facilities to study and browse. It contains 17698 books as of now for students' circulation. It subscribes to 132 journals in the physical form. It also subscribes to 911 e-journals through DELNET. The library has automation system (ILMS) for issue and collection of books.

#### LIBRARY

Our institution library, automated with digital facilities using an Integrated Library Management System (ILMS), is a modern and efficient hub for students. ILMS streamlines library operations, making it easier for users to access resources and for librarians to manage collections. Key features include:

#### The automation system is used by the Librarian to:

- Easily manage collections and inventory
- Track circulation and usage statistics
- Automate routine tasks and workflows
- Provide personalized support and recommendations

The automated library enhances the overall research and learning experience, offering:

- Improved accessibility and convenience
- Enhanced discovery and exploration of resources
- Increased efficiency and productivity

- Better support for research and academic success

Our library includes a digital library with 10 computer systems that facilitates e-learning.

By integrating digital facilities, the library transforms into a vibrant and dynamic hub, fostering a love of learning and advancing academic excellence.

## **E-RESOURCES**

Our institution's library with adequate subscription to e-resources and journals provides easy access to knowledge and information. This vast digital repository includes:

- E-books and online textbooks
- Peer-reviewed journals and articles
- Research databases and archives
  
- Online tutorials and educational resources
- Unlimited access to current and relevant content
- Convenience and remote access for students and faculty
- Interdisciplinary research and exploration
- Enhanced academic and professional development
- Support for curriculum design and teaching

### **Key benefits include:**

- Improved research quality and output
- Increased accessibility and inclusivity
- Enhanced student engagement and learning outcomes
- Faculty empowerment and professional growth
- Institution's reputation and ranking

By investing in e-resources and journals, the institution demonstrates its commitment to academic excellence, innovation, and student success. This investment bridges the knowledge gap, fosters a culture of research and learning, and prepares students for success in their chosen fields.

Our institution's library with adequate subscription to e-resources and journals provides unparalleled access to knowledge and information. This vast digital repository includes:

- E-books and online textbooks
- Peer-reviewed journals and articles
- Research databases and archives
- Online tutorials and educational resources

### **Adequate subscription ensures:**

- Unlimited access to current and relevant content
- Convenience and remote access for students and faculty
- Interdisciplinary research and exploration

- Enhanced academic and professional development
- Support for curriculum design and teaching

**Key benefits include:**

- Improved research quality and output
- Increased accessibility and inclusivity
- Enhanced student engagement and learning outcomes
- Faculty empowerment and professional growth
- Institution's reputation and ranking

By investing in e-resources and journals, our institution demonstrates its commitment to academic excellence, innovation, and student success. This investment bridges the knowledge gap, fosters a culture of research and learning, and prepares students for success in their chosen fields.

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

## 4.3 IT Infrastructure

### 4.3.1

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

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

**Response:**

**IT FACILITIES**

Our institution IT facilities, including bandwidth for internet connection, play a vital role in supporting academic and administrative activities. Robust IT infrastructure ensures:

- High-speed internet connectivity with sufficient bandwidth
- Reliable and secure access to online resources and services
- Seamless communication and collaboration tools
- Efficient data management and storage systems

**Adequate bandwidth ensures:**

- Smooth streaming of online lectures and multimedia content

- Fast downloading and uploading of files and resources
- Efficient online research and access to digital libraries
- Reliable video conferencing and virtual meetings
- Support for online assessments and examinations

**Key benefits include:**

- Enhanced student learning experience and engagement
- Improved faculty productivity and research capabilities
- Efficient administrative operations and services
- Better communication and collaboration among stakeholders
- Institution's reputation and competitiveness

**Wi-Fi**

Our institution's WiFi facilities provide **100Mbps BSNL** and Infonet seamless and secure internet connectivity, empowering students, faculty, and staff to access information and resources anywhere, anytime.

**Key features include:**

- High-speed WiFi coverage across campus
- Reliable and stable connections
- Secure authentication and authorization protocols
- Adequate bandwidth to support multiple devices
- Regular network maintenance and upgrades

**Benefits include:**

- Enhanced student learning experience through online access
- Improved faculty productivity and research capabilities
- Increased mobility and flexibility
- Better communication and collaboration among stakeholders
- Support for online assessments and examinations

**WiFi facilities also enable:**

- Bring Your Own Device (BYOD) initiatives
- Online learning and distance education programs
- Access to digital resources and libraries
- Virtual events and webinars
- Smart campus initiatives and IoT applications

By providing robust Wi-Fi facilities 24 hours a day, the institution demonstrates its commitment to academic excellence, innovation, and student success, creating a connected and inclusive learning environment.

The IT infrastructure of the college is also adequate. The college has 369 desk top computers, 11 Printer



Scanners, and 23 Projectors. There are two browsing centres in the institution.

The laboratories and computer facilities are installed with softwares such MATLAB. Smart classrooms & virtual classrooms are enabled with smart boards and the internet. Wi-fi with a capacity of is available 24 hours. a day

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

#### 4.3.2

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

**Response:** 2.22

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

Response: 362

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

## 4.4 Maintenance of Campus Infrastructure

#### 4.4.1

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

**Response:** 5.19

**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)**

2023-24	2022-23	2021-22	2020-21	2019-20
45.51	24.53	11.58	8.65	11.37

  

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 92.96

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

2023-24	2022-23	2021-22	2020-21	2019-20
734	580	526	448	487

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.1.2

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

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

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

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

### 5.1.3

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

**Response:** 99.26

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

2023-24	2022-23	2021-22	2020-21	2019-20
804	634	580	442	503

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

### 5.1.4

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

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

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

File Description	Document
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

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

**Response:** 70.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
00	72	57	83	106

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

2023-24	2022-23	2021-22	2020-21	2019-20
00	102	67	115	169

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

### 5.2.2

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

**Response:** 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

## 5.3 Student Participation and Activities

### 5.3.1

**Number of awards/medals for outstanding performance in sports/ cultural activities at University /**

state/ national / international level (award for a team event should be counted as one) during the last five years

**Response:** 15

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

2023-24	2022-23	2021-22	2020-21	2019-20
2	5	2	1	5

File Description	Document
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.3.2

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

**Response:** 6.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
7	8	7	4	7

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

## 5.4 Alumni Engagement

### 5.4.1

There is a registered Alumni Association that contributes significantly to the development of the

**institution through financial and/or other support services****Response:**

Shreenivasa Engineering College's alumni's official group consisting of around 1000 students till date. The College has a registered alumni association registered under the Societies, Tamil Nadu Societies Registration Act, 1975 (Tamil Nadu Act 27 of 1975). Many of the alumni have registered as the members of the Alumni association. The Alumni association takes serious efforts to enrol all the past alumni. The process will be completed in few months.

Alumni association cultivates and fosters friendly and cordial relations between ex-students and the past and present employees of the college. They willingly come and give guidance to our students for future career, share the insights of work life and speak to our students regarding the corporate world in which the present students will enter in the near future. They actively contribute to academic events and programs along with trustees and our present staff members.

The Alumni association conducts annual meeting every year. These alumni are from the surrounding areas and were members of poor families. As of now, they can't contribute to their Alma matter in terms of money. But they contribute in kind by forming small groups. The institution accepts these gifts with pride. Some of them are able to arrange placements for their juniors. Time is not far off when this group of young people will form themselves into a big society and we will celebrate their success in a grand manner.

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



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

Shreenivasa Engineering College aims to deliver quality education to the deserving youth from rural area without compromising on quality. It affirms its mission of excellent quality higher education. It seeks to achieve the highest levels of distinction in the discovery and transmission of knowledge and understanding.

#### **Vision:**

1. To offer the highest quality technical education to the brightest engineering students in a dynamic environment of mutual learning, transforming them into confident, effective, respected and socially responsible engineers ready to tackle the toughest challenges.

#### **Mission:**

1. To prepare the rural youth as effective and responsible engineers for global requirements by providing quality education.
2. To evolve into globally recognized Institutions in the frontier areas of Engineering and Technology.
3. To respond effectively to the needs of the industry and changing world.

#### **Short-term goal:**

1. Academic Excellence.
2. Improving the technical skills of the students.
3. Achieving accreditation from NAAC.

#### **Long-term goal:**

1. Establishment, Expansion, Strengthening and Capacity Building of the institution.
2. To introduce new disciplines, emerging sciences and technologies to equip the students with the latest knowledge.
3. To improve and strengthen college community relationship.
4. To enhance the use of Information and Communication Technologies (ICTs) for expansion of quality of education.
5. Contributing to research and development in the relevant fields.

The College has a well-defined governance structure and academic administration to achieve its vision, mission and goals. The governance is decentralized throughout the structure.

The leadership at all the levels participates actively in achieving the goals set by the Institution. List of committees/cells through which the decentralized form of governance is implemented in Shreenivasa Engineering College is given below:

- **Board Of Trustees**
- **Academic Council**
- **IQAC**
- **Anti-Drug Committee**
- **Anti-Ragging Committee**
- **Cultural Committee**
- **Discipline Committee**
- **Examination Committee**
- **Hostel Committee**
- **Library Advisory Committee**
- **NSS Committee**
- **The Placement Training Cell**
- **Sports Committee**
- **Women's Empowerment Committee**
- **SC / ST Student Welfare Committee**
- **Internal Complaints Committee**

The college is committed to inspiring the next generation of students seeking a superior quality of higher education. It equips students with the knowledge, skills, and long-term perspective necessary for innovation, social service, and growth.

Shreenivasa Engineering college is integrating the New Education Policy (NEP) in its governance. It equips students with the knowledge, skills and long-term perspective necessary for innovation, social service and growth.

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

## 6.2 Strategy Development and Deployment

**6.2.1**

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

**Response:**

Shreenivasa Engineering College aims to deliver quality education to the deserving youth from rural area without compromising on quality. It affirms its mission of excellent quality higher education. It seeks to achieve the highest levels of distinction in the discovery and transmission of knowledge and understanding.

**Vision:**

1. To offer the highest quality technical education to the brightest engineering students in a dynamic environment of mutual learning, transforming them into confident, effective, respected and socially responsible engineers ready to tackle the toughest challenges.

**Mission:**

1. To prepare the rural youth as effective and responsible engineers for global requirements by providing quality education.
2. To evolve into globally recognized Institutions in the frontier areas of Engineering and Technology.
3. To respond effectively to the needs of the industry and changing world.

The college started with an initial strength of 300 and with 5 branches, viz., Civil Engineering, Mechanical Engineering, Electrical and Electronics Engineering, Electronics and Communication Engineering, and Computer Science and Engineering. Finding the venture successful, it increased its strength to 420 by increasing the intakes of civil and mechanical engineering departments to 120 each. It also started M.E. Courses in all the Departments. However, in subsequent years, due to recession in the field, the demand in the core engineering courses met with lower demand.

To sustain and at the same to use the infrastructure and manpower effectively, the college closed the Civil Engineering and Electronics and Communications Engineering courses for which admissions were very low and started the Agricultural Engineering and Biomedical Engineering courses. Subsequently it reduced the strengths of Mechanical Engineering and Electrical and Electronics Engineering to 30 each and added B.Tech courses in Artificial Intelligence and Data Sciences and Information Technology. These strategies resulted in the stabilization of the admissions to the college and optimization of resources.

The institutional perspective plans were effectively deployed during the last few years as seen above. This is due to the effective functioning of the Institutional bodies which were professionally efficient.

**Perspective plans for the future:**

Based on the success of strategies employed during the last five years, the Governing bodies formulated plans for the next five years.

The college has applied for accreditation by NAAC during 2024. Along with this, the college has initiated plans to improve the faculty participation at a serious level for achieving the vision. The success of the steps is possible only if the student's strength improves. Steps are being taken to increase admission for the first year as well as the lateral entry admission for the second year.

The goals for 2025 is still more ambitious. We plan to achieve 100% results in final year examinations of all the courses and also become one among the top 100 institutions affiliated to Anna University. The college has also planned to achieve autonomous status during this period.

During the year 2026 the college plans to achieve 100% placement and also to establish research centers in Mechanical Engineering, Electrical and Electronics Engineering, Computer Science and Engineering and Biomedical Engineering Departments. Year 2027 should see the college getting funded research projects from government agencies.

To cap it all, in 2028 the college plans to get accreditation from NBA for all its courses. It will also establish a center for excellence.

The efficient management and excellent cooperation the college receives from its employees will help the college to reach these long-term goals.

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

## 6.2.2

*Institution implements e-governance in its operations*

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

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

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

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

**Response:**

The teaching and non-teaching staff members of Shreenivasa Engineering College perform various roles, which are crucial for realizing the Vision and Mission of the College. Fair treatment, transparency, mutual trust and belief are the foundation stones of the symbiotic relationship between them and the College to which they serve. They contribute their might to the college and the college offers them a platform for the sustained career development and growth.

**Performance Appraisal System:**

Employees' performance and conduct are assessed periodically to:

- Evaluate how far an employee has achieved the results during the assessment period and plan for better performance.
- Understand the gaps in knowledge and skill to plan guidance and training for employees for future capacity building.
- Determine the remuneration inclusive of annual increase to be paid to the employees and
- Identify employees' potential so that a reliable succession plan can be built up.

The University follows the self-appraisal, peer appraisal, and reporting authority appraisal system for the employees.

**Parameters For Evaluation Of Teaching Staff:**

The overall evaluation is based on the three components namely teaching, professional activity and

service.

Teaching is evaluated based on the preparation of lesson plans, completion of the course in a planned manner, proper maintenance of the log-book, course material preparation, delivery of material, outcome of the students on the subjects they teach, innovation in subject matter and pedagogy; opportunity given by them for out-of-class contact with their students and continuous up-gradation of the course content.

Professional Activity (developing new areas of expertise; conducting training programs, seminars and workshops; designing and conducting well-planned research and consultancy projects; publications in reputed journals; scholarly research; collaborating on research projects; interdisciplinary work).

Service: active participation in organizing extra-curricular activities, conducting and participating in various awareness programmes, collaborating with other teachers and non-teaching staff in doing social service to the local people, readiness to take administrative roles and requirements and guidance to the students regarding their academic needs are the criteria on which their service is evaluated.

Overall Evaluation (subject knowledge, research, and publication, sense of responsibility, engagement levels, commitment to work, ownership, student feedback, initiative, innovativeness, attitude, interpersonal relations)

#### **Parameters For Evaluation Of Non-Teaching Staff:**

The parameters are job knowledge, punctuality, responsibility, willingness to work and learn, engagement level, commitment to work, ownership of skill set, competency, attitude, initiative, and personality traits.

#### **Promotional Avenues:**

Promotion to a higher grade/post is subject to the College's need, the availability of vacancies and the candidates' ability to fulfil the essential requirement, and recommended eligibility criterion. The eligibility criterion for promotion is as per the norms of AICTE.

#### **Welfare Measures:**

The college offers the employees various allowances and benefits. Leave benefits like casual leave, medical leave, maternity leave, Special Leave, and Official Leave are given to them. All the employees are covered under GROUP INSURANCE POLICY and Accidental Benefit Policy. In-campus accommodation is provided to the staff members if they are in need, Sports, canteen, and library facilities are made available to them.

#### **The college provides financial and material supports for**

- Faculty Development Programs
- Professional Body Membership
- National and International Conferences/Seminars

- Research Project
- Publishing articles in journals
- Publishing books
- Intellectual Products

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

### 6.3.2

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

**Response:** 55.29

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

2023-24	2022-23	2021-22	2020-21	2019-20
43	64	44	38	20

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

**6.3.3**

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

**Response:** 36.07

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

2023-24	2022-23	2021-22	2020-21	2019-20
29	38	45	41	5

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

2023-24	2022-23	2021-22	2020-21	2019-20
15	15	11	09	10

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>

**6.4 Financial Management and Resource Mobilization****6.4.1**

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

**Response:**

The institution has well-defined strategies in place to effectively mobilize and utilize resources and funds from a variety of sources, including government and non-government organizations. Regular



financial audits, both internal and external, are conducted to ensure accountability and transparency.

Shreenivasa Engineering College, established under the Shreenivasa Educational Trust, is committed to effectively mobilizing funds from various sources, including:

1. Shreenivasa Educational Trust
2. Student Tuition Fees, Government and non-governmental Agencies
3. Interest on Corpus Fund

The main source of financial resources for the college is the tuition fee, which is determined according to government regulations. All relevant financial details and projections are submitted to the internal Fee Regulatory Committee, which sets the tuition fee in compliance with Anna University guidelines. The committee also allows for allocation of funds for capital expenditure planned over the next three years. Consequently, financial resource mobilization heavily depends on the fee fixation by the internal Fee Regulatory Committee.

The sponsoring trust, Shreenivasa Educational Trust, provides financial support to the college to cover any shortfalls in funds.

#### **Budget Preparation:**

Our college follows a systematic process for budget preparation, accounting, procurement, and bill settlement, complemented by regular periodical audits to ensure optimal use of financial resources. Each department receives allocated funds during the yearly budget preparation, primarily for any required upgrades.

#### **Optimal utilization of resources:**

An annual budget is formulated to ensure efficient utilization of financial resources, based on estimations from each department and functional unit of the college. Any grants are approved by the managing committee of governors. Monthly income and expenditure statements are prepared, and regular audits are conducted to ensure that the budget is effectively utilized for its intended purpose, particularly in terms of facility and equipment maintenance for optimal performance.

#### **Auditing:**

A qualified Chartered Accountant reviews the accounts on a quarterly basis. Any suggestions raised are discussed with the management for necessary action. External auditors review and finalize the accounts every year. This rigorous auditing process ensures financial accountability and transparency.

The auditors review the balance sheet before it is presented to the management. Based on this assessment, an efficient budget for the upcoming year is developed. External auditing assists in understanding the financial requirements, enabling the management to take necessary steps to utilize funds obtained from different channels effectively.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

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

#### Response:

#### Introduction:

The Internal Quality Assurance Cell IQAC of Shreenivasa Engineering College was established in 2022 with the objective of fostering a culture of quality and continuous improvement in all academic and administrative processes. The IQAC operates under the guidance of the Principal. The institution adheres to the quality standards set by the National Assessment and Accreditation Council (NAAC).

#### **IQAC Structure and Composition:**

The IQAC is chaired by Dr.N. Nandhagopal, the Principal of Shreenivasa Engineering College. The cell includes members from diverse departments such as BE/B.TECH course of Bio-Medical Engineering, Computer Science Engineering, Electrical and Electronics Engineering, Mechanical Engineering, Agricultural Engineering, Information Technology, Artificial Intelligence and Data Science, Master engineering of computer science engineering, structural engineering, CAD/CAM, Power Electronics Devices and key administrative personnel. The Coordinator, Dr. R. THIYAGARAJAN, oversees day-to-day operations and ensures effective communication between the IQAC and various stakeholders. Additionally, the IQAC includes five external members from alumni, employers and industrialists, who provide valuable insights and recommendations.

#### **Functions and Activities:**

IQAC implements a structured approach to quality assurance, including regular internal audits and evaluations of academic programs. The cell conducts annual workshops and seminars to promote best

practices among faculty and staff. Feedback from students, collected through surveys and suggestion boxes, is analyzed to identify areas for improvement. For instance, feedback led to the introduction of a new digital library system that has enhanced research resources for students and faculty.

### **Documentation and Reporting:**

The IQAC maintains comprehensive records of all meetings, decisions, and quality enhancement activities. These records are reviewed quarterly to assess progress and prepare reports for internal and external review. Reports are submitted to the management regularly, detailing the IQAC's activities, achievements, and impact on institutional quality.

### **Impact and Outcomes:**

Under the guidance of the IQAC, Shreenivasa Engineering College has successfully implemented several quality improvement measures, including a revamped curriculum and enhanced faculty development programs. The institution has seen improved student satisfaction and performance metrics. Challenges such as resistance to change were addressed through targeted workshops and clear communication of benefits. Presently the IQAC is involved in the preparation for the submission of SSR to the NAAC.

### **Future Plans:**

The IQAC aims to further enhance quality by introducing a robust data management system to track and analyze institutional performance metrics more effectively. Future initiatives include expanding collaborative research projects and enhancing student support services. After obtaining accreditation from NAAC, IQAC will initiate steps for obtaining autonomous status for the college. IQAC also has plans to get the courses offered by the college accredited by the National Board of Accreditation (NBA).

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

## **6.5.2**

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

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

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

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

To create awareness on gender equity, our institution has established Women Empowerment Cell(WEC) in our college campus. The main objective of WEC is to empower girl students and faculty to enhance their understanding of issues related to women and to make the college campus a safe place for girls and women. Our College takes many measures to give our girl students equal opportunities in all areas of academic, co-curricular and extracurricular activities.

Students of both the genders are given equal opportunities to grow and develop into able, responsible citizens of the future. The College takes efforts to maintain gender balance among the faculty members, administrative and housekeeping departments.

Security is tightened in our campus. SEC has separate boys and girls hostel .There is a separate common room and sick room where they could relax when they need to take rest during sick hours.SEC has clubs and committees to address the needs of girl students.

SEC has clubs and committees to address the needs of girl students.These are Women Empowerment cell, Grievance redressal committee, anti ragging committee and sexual harassment committee. Students' problems are addressed effectively by these committees. International women's day is celebrated every year during which eminent women personalities, qualified doctors and psychologists are invited to speak about gender safety.

SEC has clubs and committees to address the needs of girl students. They are 'Karigai'(Women Empowerment Cell) which meets the needs of girl students.Students are given awareness about the constitutional rights.National festivals that remind us about the significance of freedom, democracy and peace are being celebrated with enthusiasm.

The College celebrates **International Yoga day** on 21 st of June every year by conducting a camp or workshop on how yoga purifies our mind.

**Tamil day** is celebrated every year on 11th of December every year for commemorating Bharathiar birthday by conducting tamil oratorical competition, essay writing competition.

**International women's day** is celebrated every year on 8th of March to empower the women.

**Onam** is celebrated on 29th of August every year by wearing white saree and decorating the rangoli

with flowers and colours.

**Independence day** is celebrated on 15 th of August every year so that our nation's legacy is emphasized.

**Republic day** is celebrated on 26th of January every year which commemorate the constitutional rights of India.

**Pongal** is celebrated on the month of January so that the importance of agriculture is understood by the students.

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

### 7.1.2

**The Institution has facilities and initiatives for**

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

**Response:** A. 4 or All of the above

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

### 7.1.3

**Quality audits on environment and energy regularly undertaken by the Institution. The**

**institutional environment and energy initiatives are confirmed through the following**

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

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

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

#### **7.1.4**

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

**Response:**

SEC is a secular campus which gives equal importance to all religions, language and cultures. The students come up from various socio-economic and communal backgrounds. The Management and faculty create a sense of belonging in all of them. Multitude of efforts are taken to help the students adapt into the college mainstream and get the benefits of all the opportunities provided by the institution. In addition, the students are taught about their rights and responsibilities as dutiful citizens.

Tolerance involves recognizing and respecting differences in others, whether those differences are cultural, regional, linguistic, communal, or socio-economic. Tolerance towards cultural diversity encourages people to appreciate and celebrate the variety of traditions, customs, and practices that exist within a society.

Different regions often have unique identities, shaped by local customs, dialects, and traditions. Tolerance helps prevent regionalism and fosters a sense of national unity by respecting these regional

identities. **The institution conducts Cultural and Regional Festivals like Onam, Pongal and Holi inside the campus to promote Regional and Cultural diversities.**

Tolerance towards linguistic diversity ensures that people are free to speak and preserve their native languages. It also supports multilingualism and the promotion of linguistic heritage. **Iyal Isai Nadakam-Tamil Programme is celebrated in our college to promote Tamil Heritage.**

**Ambedkar Jayanthi** is used for Sensitization of students and employees to their constitutional obligations: values, rights, duties and responsibilities.

Tolerance towards Socio-economic diversity is possible only by bringing awareness about the rights of marginalised and disadvantages groups such as socially backward communities and especially gender equality.

The following events are used for this purpose:

- Women's day is celebrated every year to uplift the status of women.
- Social awareness on "Kaaval Uthavi" creat awareness on Girl Safety. Government's efforts like help line numbers, legal advices, safety protection are explained to the girl students.
- The legal rights, laws especially the work place sexual harassment prevention, prohibition acts are propagated through seminars.
- Training on voter's registration is designed as a special drive to include young citizens in the future.
- Rural development programme is conducted in remote areas to improve the quality life of rural people.
- Our NSS members take active participation in social department events like medical camps, blood donation camps, and awareness programme in local schools for higher education.
- The students are encouraged to avail their rights during elections.
- Our college premises is used to conduct Government programmes by the local Administrative office, Government primary health centre etc., for the benefit of our students and the general public.
- The nutritious Interaction session was conducted by Agricultural department, where one to one nutritional counselling was given.
- Yoga is practiced by our students to improve their mental wellbeing.
- No-Plastic awareness programme is practised in our college where plastic pollution is reduced.
- Green environment is practised in our college by planting tree saplings.
- Republic day is celebrated every year by hoisting the flag and parade by NSS students in the college campus.

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

## 7.2 Best Practices



**7.2.1**

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

**Response:**

## **BEST PRACTISE 1**

### **SWOT SYSTEM**

#### **Objectives**

It is a strategic planning tool used to identify and analyze the Strengths, Weaknesses, Opportunities and Threats for the students and bring up their skill.

#### **Context**

Students from rural areas are not subjected to the curriculum and are new to the syllabus. They feel difficult to study as they have studied from their regional language and find difficult to study in English medium. They find difficult not only in the language but also in the subject and find engineering subject as a challenge.

#### **Practice**

The information helps the mentor to assess the students as slow or fast learner. The interaction is on a regular basis and communication occurs through digital media. The SWOT system benefits faculty and students in better understanding either personal or academic issues.

- Offering Skill based courses for financial independence.
- Offering value added and capacity enhancement programme to elevate their knowledge and skills.
- Mentors can help students with their academic troubles, studying, and choosing their schedule. And also help students with their personal life, goals and overall personality development. They can also be a trusted confidant and listening ear to boost morale and motivation.
- Encourage student-led activities that promote organizational skills, digital literacy and about the challenges faced by rural women.
- Gender equity is practiced in the college where students of both the gender are treated equally.
- Integrate courses / curriculum focused on gender sensitization within relevant academic programs.
- Finding the weak students where they find difficult to concentrate on the subject and are provided assistance.
- Bright students are identified by winning in the competition and are awarded rewards.
- It inspires a healthy relationship between the teacher and student.
- It supports students in their academic and personal development.
- To observe the overall progress of the pupils during their education period in the department.
- To identify the career paths of the students and guide them in placement perspective.

## Strengths

The strength quadrant indicates the following in the SWOT analysis for students.

- Listing out things students are good at.
- Identifying things to know which will help when to have a problem.
- Try thinking of different ways in which to stand out from the crowd.
- Track the academic chart for a better understanding.

## Weaknesses

The following weakness quadrants are recognised through the SWOT analysis.

- Note the areas where there is a scope for improvement.
- Visiting the academic chart of the student for this part of the SWOT analysis will be fruitful.
- Identifying what the student needs to move or improve from the weakness to the strength's quadrant.

## Opportunities

The opportunities quadrant of SWOT analysis for students reveals the following.

- After identifying strengths and areas for improvement, excellent part has to be identified.
- Listing out opportunities that come to mind and then shortlist.
- Do not be too specific and list as many as you think a student can achieve.
- Identify possible or different opportunities around one that can act out in one's favour.

## Threats

The threats quadrant of SWOT analysis for students indicates the following.

- Threats should be the easiest to fill in the SWOT analysis chart.
- It is clear what one wants to achieve by now, and also to know what could go wrong.
- List out things that might come in the way of one's goals.
- Also, write about what scares one the most and the demotivating factor.

## Evidence of Success

- **Alumni Success Stories** – Success stories of college alumni who originated from rural areas highlighting their accomplishments and contribution to society.
- **Continued Education Pursuits** – Tracking the number of rural girls from the college who pursue further education or advanced degrees, showcasing a commitment to lifelong learning.
  
- **Academic Achievements** – Recognition of rural students for academic excellence, scholarships or awards within the college.
- **Graduation Rates** – Higher Graduation Rates among rural girls indicating successful completion

of their chosen courses.

- **Employment and Entrepreneurship** – Tracking the number of college-educated rural girls who secure employment or start their own ventures post-graduation.

### Problems Encountered and Resources Required

The communication skill has to be improved for rural students.

## BEST PRACTISE 2

### Activity based learning-Concept of the day (ABL)

#### Objectives

It is an educational approach where students engage in firsthand activities that facilitate learning. Rather than relying solely on traditional lecture-based methods, ABL emphasizes learning through experience, interaction, and exploration.

#### Context

Activity-Based Learning has appeared as a response to the limitations of traditional education systems, which often emphasize rote memorization and passive learning. Conventional education often relies on teacher-centered instruction, where the teacher lectures and students passively receive information. This method, while effective in some contexts, can limit student engagement and critical thinking. ABL was introduced as a way to make learning more dynamic, engaging, and relevant to students' lives. It shifts the focus from passive reception to active participation, where students learn by doing, experimenting, and reflecting.

#### Practice

- **Experiential Learning:** Students learn by doing. Activities may include experiments, projects, role-playing, games, and other interactive methods.
- **Student-Centered:** The focus is on the learner, encouraging them to take an active role in their education. This can lead to better retention and understanding of concepts.
- **Practical Application:** Activities are often linked to real-world scenarios, helping students understand the practical applications of what they are learning.
- **Collaborative Learning:** Many activities involve group work, promoting teamwork, communication, and social skills.
- **Critical Thinking:** Students are encouraged to analyse, question, and explore ideas, fostering critical thinking and problem-solving skills.
- **Creativity and Innovation:** ABL often involves creative tasks that allow students to explore and express their ideas in unique ways.

#### Evidence of Success

- **Improved Learning Outcomes:** A study conducted by the Indian Institute of Management (IIM) Ahmedabad found significant improvements in literacy and numeracy skills among students in ABL campus compared to those in traditional campus.
- **Enhanced Student Engagement:** Teachers reported higher levels of student engagement, with students showing more interest in learning and participating actively in classroom activities.
- **Reduced Dropout Rates:** The introduction of ABL contributed to a decrease in dropout rates, particularly in rural areas, as students found the learning environment more stimulating and enjoyable.

### Problems Encountered and Resources Required

**Resource Constraints:** In some contexts, implementing ABL can be challenging due to limited resources, such as materials, trained teachers, or time. However, innovative approaches, such as using low-cost materials or community involvement, can help overcome these challenges.

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

## 7.3 Institutional Distinctiveness

### 7.3.1

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

#### Response:

As highlighted in the mission statement, the institution's priority is **the empowerment of rural youth**. The new education policy states that in all levels of education large disparities still remain for socio-economically disadvantaged groups.

Socio-Economically Disadvantaged Groups (SEDGs) are categorized based on :

- Socio-cultural identities (SC/ST, OBC, and minorities)
- Geographical identities ( students from villages)
- Socio-economic conditions (migrant communities, the urban poor)
- Gender identities ( female and transgender individuals)

Entry into quality higher education can open huge possibilities for them.

In urban areas, SEDGs are segregated and form a minority. In rural areas they form the major part and are most vulnerable. Their empowerment comes only through attainment of higher education. **It is a pity**

**that institutions offering higher education are clustered around urban areas and megacities leaving the rural communities as orphans.** Shreenivasa Engineering College had the vision and courage to offer higher education by being at the heart of rural community.

### **Socio-cultural identities**

The enrolment percentage of SC/ST students for higher education and their population percentage highlights a disparity indicating an underrepresentation at the national level. Reasons include socio-economic barriers, educational infrastructure, and community-specific challenges. Policies should focus on enhancing:

- Outreach and mentorship programs
- Educational infrastructure in underserved regions
- Scholarship
- Accessibility
- Awareness among marginalized communities.

**SEC has a well-planned outreach program through which it spreads awareness among the SC/ST youth about the financial support given by the state and central governments, avenues for job opportunities and importance of engineering education in alleviation of poverty among them.**

It concentrated its efforts in Harur, Morappur and Pappireddipatti where the combined population of SC/ST is more and has succeeded in its efforts.

The success of the move is due to the following efforts of SEC:

- awareness about the financial assistance by state and central governments
- transport facilities to remote villages
- accommodation and food in the hostel at an affordable cost
- training and placement
- environment of acceptability and accommodation

### **Geographical identities**

83 % population of Dharmapuri district lives in villages whereas for overall Tamilnadu it is 52. There are 486 villages in Dharmapuri District. 70% of the workers are engaged in agriculture. They do not have any land holdings. As their area is drought prone they live in perpetual state of poverty. SEC covers Papperiddipatti and Harur taluks containing 280 villages. It is the only available engineering Institution for them. Most of them have limited transportation facility.

Human development is a transforming process. Human Development Index (HDI) is a summary measure of average achievement in: a long and healthy life, being knowledgeable and having a decent standard of living. Its value ranges from 0 to 1. In Dharmapuri district, the inter-block disparity is drastically high in terms of human development. This is due to the rural-urban divide. Urban areas have high HDI whereas rural areas have low HDI. Along with the unavailability of jobs, rural areas lack connectivity, accessibility, affordability. Because of these drawbacks many boys and girls drop out of colleges to go for menial jobs and the fruits of education are lost for them. **This location specific disparity cannot be completely removed by the governments overnight.** Providing job-oriented education may alleviate

their suffering. SEC is taking measure in this direction.

**The college is concentrating on the youth from Palacode, Karimangalam and Pennagaram area that have low HDI. It extends the transport facilities at reasonable cost, provides accommodation in hostels if they prefer and provide them food at affordable cost. It offers merit based and need based scholarships to an extent.**

### **Socio-economic conditions**

45% of the families live below poverty line in the district. Extreme poverty leads to distress migration. This is most prevalent in this district.

- Highest percentage of migrants are from SC(56%)
- 71% are BPL
- 98% are extremely poor
- 21% are unmarried youth
- 19% of migrant's occupation was studying

These data suggest that vulnerable youth are losing the bright future to escape from the present poverty. **People from Harur block are the most affected.**

SEC takes sustained efforts to help them to go for higher education.

**An important initiative the college has taken is, to allow them to pay their tuition and other fees in parts at their own pace such that they are not under stress.**

The other initiative which was very successful was the continued counseling of the students and their parents with a human approach. This helped us reduce the drop out to zero level. In addition, all the facilities available to other vulnerable groups are extended to them.

### **Gender identities**

Gender equality is a key aspect for family, community, society and national building. Entry into quality higher education can open possibilities. The decline in enrolments for **female students is steeper in higher education.**

**Over the years our college has taken concentrated efforts to enrol girls for engineering education. It offers them separate hostels with all facilities needed, food at reasonable costs, 24 hours security, a friendly atmosphere to move with the boys, strict security measures. For the day scholars, buses with adequate protection, staff mentors and guides to help them and other measures. Events are conducted at regular intervals to make them realize their own rights. Cultural programmes are arranged specifically for girls to exhibit their talent. Sexual harassment preventions cell is actively working. Since the college is being run by the women chairperson, she is actively involved in the welfare and protection of girl students. These measures have led to a remarkable level of participation in educational activities.**

Along with welfare measures for SEDGS, SEC offers to all students a quality education, hands on training, internships, and placement.

As stated in the New Education Policy, Education is the single tool for achieving social justice and equality. Inclusive and equitable education is critical to achieving inclusive and equitable society. SEC is proud to show its distinctness by being a champion for rural upliftment and protector of historically marginalized, disadvantaged, and underrepresented groups.

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

## 5. CONCLUSION

---

### **Additional Information :**

The college continuously strives to realize its objective of providing quality higher education at an affordable cost to the students. Initiatives have been taken to digitization of library. The accounting system has been computerised. Mentor system has been introduced to help students by identifying slow learners, averages students and fast learners. The college also collects online feedback from all the stack holders regarding teaching learning process and takes appropriate action based on it.

Shreenivasa Engineering has wholly tuned itself to the ideals of the new Education Policy and is striving towards achieving its vision.

### **Concluding Remarks :**

The success of a well established institution is measured in terms of its capacity to deliver knowledge and the capability to acquire new knowledge. Having proved its ability to deliver knowledge to the students efficiently, the institute wants to venture into the area of research in a big way.

Along with the extension of higher education to the Socio-Economically Disadvantaged Groups, the New Education Policy includes an immensely significant aspect of inculcating Indigenous traditional knowledge (ITK). Indigenous Traditional Knowledge (ITK) is an integral part of the culture and history of a local community belonging to a particular geographical area. It is a non-formal knowledge, orally transmitted, and is not documented.

ITK encompasses many areas such as health, farming, psychology and sustainability.

Ministry of Education has established Indian Knowledge System (IKS) Division in AICTE in 2020 with a vision to promote interdisciplinary research on all aspects of Indian Knowledge Systems (IKS), preserve and disseminate IKS knowledge for further research and societal applications.

IKS division of Higher Education Department has established 13 IKS centres in different part of India for research, education, and outreach activities through Research Program across the country.

SEC wants to be a part of the program and interact with these IKS centres. The college will establish IKS centre and will start documenting the information available in the tribal areas of Yercaud, and actively involve in research through the Agricultural Engineering, Chemistry and Biomedical Engineering Departments.



## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :32</p> <p>Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded as we have excluded courses under regular curriculum</p>																				
1.2.2	<p><b>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>660</td> <td>564</td> <td>481</td> <td>449</td> <td>453</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>197</td> <td>366</td> <td>186</td> <td>349</td> <td>199</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded as we have excluded courses under regular curriculum</p>	2023-24	2022-23	2021-22	2020-21	2019-20	660	564	481	449	453	2023-24	2022-23	2021-22	2020-21	2019-20	197	366	186	349	199
2023-24	2022-23	2021-22	2020-21	2019-20																	
660	564	481	449	453																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
197	366	186	349	199																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 698</p> <p>Answer after DVV Verification: 144</p> <p>Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have considered student completing 1 month internship during the year</p>																				
2.1.2	<p><b>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</b></p> <p>2.1.2.1. <b>Number of actual students admitted from the reserved categories year wise during</b></p>																				

**last five years (Exclusive of supernumerary seats)**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
253	178	190	143	129

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
171	122	145	122	113

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
290	258	258	258	258

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
290	258	258	258	258

Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded in 2.1.2.1 due to excess of seats in reserve category

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
2.65	10.265	2.75	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
2.65	9.265	2.75	0	0

Remark : DVV has made necessary changes

**3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise**

**during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
3	3	0	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
2	1	0	0	0

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have Publication in the current UGC CARE with ISSN number and has followed the calendar year (JAN-DEC)

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
2	0	1	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	1	0	0	0

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have considered Publications with ISBN number and has followed the calendar year (JAN-DEC)

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
17	11	11	05	06

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
14	10	10	05	05

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have excluded AIDS Day, Yoga Day and Tree Plantation programme

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
62.03	33.05	19.03	12.50	23.63

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
61.68	32.17	19.03	12.50	23.49

Remark : DVV has made changes as per audit report shared by HEI and value have been downgraded as we have considered Expenditure for infrastructure development and augmentation on construction of building/ purchase of Lab. equipment's/ academic equipment's/ furniture & fixtures/vehicle during the year

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

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

Answer before DVV Verification : 369

Answer after DVV Verification: 362

Remark : DVV has made necessary changes as per supporting shared by HEI as per below link <https://shreenivasa.info/DVV/CR%204/4.3.2%20COMPUTER%20BILLS/2.COMPUTER%20BILL.pdf>

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

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:

2023-24	2022-23	2021-22	2020-21	2019-20

152.24	93.43	39.12	26.95	93.44
--------	-------	-------	-------	-------

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
45.51	24.53	11.58	8.65	11.37

Remark : DVV has made changes as per audit report shared by HEI and value have been downgraded as we have considered repairs and maintenance on physical facilities and academic support facilities

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
99	72	57	83	106

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
00	72	57	83	106

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
137	102	67	115	169

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
00	102	67	115	169

Remark : DVV has made necessary changes

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

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

Answer before DVV Verification:

--	--	--	--	--

2023-24	2022-23	2021-22	2020-21	2019-20
2	1	1	6	11

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

Remark : DVV has made changes as per supporting document shared by HEI and input value "0" has been considered as entrance test certificates were shared instead of qualifying certificate

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
7	7	10	3	12

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
2	5	2	1	5

Remark : DVV has made necessary changes as per supporting document shared by HEI and value have been downgraded as we have excluded participation/ appreciation, runner ups and inter or college award

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
35	35	35	11	35

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
7	8	7	4	7

Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded as events under closure date has been counted as one

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
49	58	64	50	20

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
29	38	45	41	5

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
15	15	11	09	10

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
15	15	11	09	10

Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded as we have excluded MDP less than 5 days

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

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has made necessary changes

**2.Extended Profile Deviations**

ID	Extended Questions																				
1.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b>            Answer before DVV Verification : 167            Answer after DVV Verification : 166</p>																				
2.1	<p><b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>304.91</td> <td>182.47</td> <td>102.22</td> <td>106.01</td> <td>283.12</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>304.91</td> <td>329.03</td> <td>247.14</td> <td>804.41</td> <td>272.42</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	304.91	182.47	102.22	106.01	283.12	2023-24	2022-23	2021-22	2020-21	2019-20	304.91	329.03	247.14	804.41	272.42
2023-24	2022-23	2021-22	2020-21	2019-20																	
304.91	182.47	102.22	106.01	283.12																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
304.91	329.03	247.14	804.41	272.42																	