



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

E. G. S. PILLAY ENGINEERING COLLEGE

OLD NAGORE ROAD, THETHI, NAGORE VILLAGE, NAGAPATTINAM DT.

TAMILNADU - 611 002

611002

www.egspec.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

E.G.S. Pillay Engineering College (EGSPEC) is a self – financing educational institution situated in Nagapattinam, Nagapattinam District. EGSPEC is the vision of Chevalier. Dr.G.S.Pillay, whose determination and dynamism made possible the realization of this institution of excellence.

EGSPEC was established in the year 1995 with 3 courses CSE, Mechanical and Chemical, affiliated to Bharathidasan University. It is the first college in Nagapattinam district. It was established by the G.S. Pillay & Sons Charitable and Educational Trust, Nagapattinam. It is affiliated to Anna University, Chennai from the year 2002. It is a UGC Recognized institution under 2(f) and 12(B). It has Recognized Research Centre in Mechanical Engineering, EEE, ECE, CSE and Civil Departments by Anna University, Chennai for doing Ph.D./M.S.(By Research). It is a Nodal Centre of Anna University, Chennai for QIC programmes. It is an Associate Member of ICTACT, Govt. of Tamil Nadu for Industry Institute Interaction. 6 Programmes are accredited by NBA, New Delhi up to 30.06.2022. It is an Autonomous Institution from 2017. It got NIRF Ranking in 2018 in the category of 150 - 200 in India. Also it got NIRF Ranking in 2022 in the category of 250 - 300 in India. Now, 9 UG Programmes, 7 PG Programmes and 5 Ph.D. Recognized Research Departments.

We motivate the students in a creative approach for the application of maximum knowledge and information about Engineering and Technology and to put forth their best endeavors in pursuit of triumph and Engineering excellence. Education is all about creating an environment of academic freedom, where bright minds meet, discover and learn. One would experience top of the world living and learning experience at EGSPEC.

Vision

Envisioned to transform our institution into a "Global Centre of Academic Excellence"

Mission

1. To provide world class education to the students and to bring out their inherent talents
2. To establish state-of- the-art facilities and resources required to achieve excellence in teaching -learning and supplementary processes
3. To recruit competent faculty and staff and to provide opportunity to upgrade their knowledge and skills
4. To have regular interaction with the Industries in the area of R&D and offer consultancy, training and testing services
5. To establish centres of excellence in the emerging areas of research
6. To offer continuing education and non-formal vocational education programmes that are beneficial to the society

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Discipline centered Institution
- Clean and Green Campus
- ISO certified
- State of the Art's sports infrastructure
- Career Guidance and Soft Skills Training
- Community radio to support society
- WiFi Campus
- Updated curriculum and Syllabi
- All classrooms are equipped with LCD Projectors
- Two Enormous auditoriums
- Spacious Library to motivate self-learning
- Faculties and Students are motivated to attend NPTEL and similar MOOC courses
- Stakeholders' involvement in BOS meetings to update syllabus with most recent trends
- Usage of technology to monitor faculty and students' quality (ERP)
- Frequent parents and teachers' meetings to ensure stakeholders satisfaction
- Co-curricular and Extra-curricular activities participation
- Well-functioning NSS team
- Guest lectures from industry people
- Collaboration with industry – consultancy and research projects
- Alumni as resource persons in industry institute interaction
- Consistent placement records
- Usage of sustainable energy (solar, windmill)
- Dedicated Entrepreneurship Development Cell
- Dedicated R&D Cell
- Dedicated Women Empowerment Cell
- International Collaborations and Exposure

Institutional Weakness

- Locality – being in a rural area
- Lack of collaborative work
- Students involvement in research
- Enabling faculties and students to file patents
- Enabling students to pursue higher studies
- Generating external funding (from external bodies)

Institutional Opportunity

- Availability of EDC (Support mechanism for growth of startups and incubation)
- Motivation by statutory bodies (AICTE, NBA & NAAC) promoting OBE
- Scope of development of infrastructure
- Alumni support
- Make-A-Thon /Hack –A-Thon
- Re-designing of curriculum to prepare engineers fit for industry
- Convenience of industry relevant projects and training to students
- Availability of a Research and Development lab to cultivate innovative ideas

- Preparing students to appear for competitive exams.
- Signing of MoU with industry for Collaborative Research and Development

Institutional Challenge

- Admission of students from other states
- Motivating faculties and students to equip with recent tech and trends
- Dealing with behavioral changes among students
- Being in a rural area, providing students with knowledge of recent developments
- Bridging the gap between syllabus and industry expectations
- Helping students to adapt to volatile market situation

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

EGSPEC curricula are revised on a regular basis to reflect changes in the local and global scenario. The POs, PSOs and COs are evaluated by the faculty members of the institute. The learning objectives for different programmes at EGSPEC are designed and delivered with consideration for Issues related to local, national, regional and global developmental needs are included in the curricula. EGSPEC faculty is grouped under subjects related to Groups (Domain experts) and all decisions related to academic inputs in a particular programme are taken by these groups, which are then approved by Board of Studies (BoS) of the respected programme.

Each programme has a Board of Studies (BoS) which largely comprises of internal faculty and external members belong to industry, alumni and entrepreneur. The role of the Board of Studies is to examine curriculum revisions, sequencing of courses, alignment of course credits with regulatory requirements and referrals made by the discipline groups.

The Institution is an AUTONOMOUS Engineering college that through its co-curricular activities tries to inculcate values and ethics among its students. It ensures not only effective curriculum delivery but also makes every effort to impart a holistic education that goes beyond the curriculum through myriad activities conducted throughout the year. Through these programmes students imbibe universal moral and social values, sensitivity towards gender issues and environmental consciousness are integrated into our curriculum.

EGSPEC believes in customizing the teaching and learning processes to suit the requirements of students soon after the admission, the students are categorized as Advanced and Slow learners based on their Continuous Assessment Tests (CAT) performance.

Teaching-learning and Evaluation

This Institution is committed to quality enhancement and aims at excelling in all fields. Efforts have been taken to attract students within and outside the state. This has resulted in a significant demand ratio for many programs. Admissions are purely on merit basis by following reservation policies of the Government.

The teaching-learning and evaluation processes are planned in advance and executed in accordance with academic calendar. Mentoring activities are done to resolve the academic, personal and social related issues. Special attention is given to slow and advanced learners. Remedial classes are arranged for slow learners providing them home assignments and tutorials to improve their learning skills. Advanced learners are encouraged to get University ranks, study more courses offered on SWAYAM/NPTEL/MOOCs, to participate in skill competitions, symposiums, project competitions and to pursue higher studies. Students have choice to opt these courses under credit transfer. Competitive Examination Cell inspires and helps students by conducting training and various programmes.

Student-centric teaching methodology through seminars, group discussions, brain storming sessions, project works and other Innovative teaching strategies ensures the holistic development of the learners. Institution has 15:1 student-teacher ratio which enables strong interaction between students and teachers. Institution has adopted some Free and Open Source platforms like MOODLE, Google resources, E-journals, etc for effective teaching and learning. ICT is used extensively. Teachers are encouraged to use ICT tools for active and participative teaching-learning.

Institution has appointed 100% of sanctioned posts with fulltime teachers having an average experience of 12 years and 40% of teachers with Ph.D. Teachers have received awards and recognition for their academic, research and innovation and extension activities at national and international level.

With IT reforms in examination procedures, Institution declared results within 30 days on an average. Adequate measures are taken to ensure fairness, objectivity and transparency in continuous internal and external evaluation system. The attainment of POs, PSOs and COs are measured through Internal marks' activities, End semester exams', Co-curricular and Extra-curricular activities, placement records, EDC activities, etc. Necessary feedbacks and satisfaction surveys are got from all the stakeholders. Institution has good students' pass percentage (around 70%) during last five years which justifies effective teaching-learning and evaluation mechanisms.

EGSPEC adopts student centric methods to make the Teaching Learning process more effective for the holistic development of students through experiential learning, Participative Learning and Problem solving Methodologies. Faculty of the institute imparts subject knowledge as per the syllabus and curriculum and foster self-management and usage of knowledge, holistic development and skill development through participatory learning activities through Outcome Based Education (OBE).

Research, Innovations and Extension

The institution's research facilities are frequently updated and there is a well-defined policy for promotion of research which is uploaded on the institutional website and implemented.

To encourage research among the faculty, the Institute has the facility of granting study leave, reimbursing a part of the expenditure incurred in establishing the experimental set-ups for their research and deputing the

faculty to national/International conferences with complete registration fee, TA & DA. Presently the R&D Cell

is taking care of:

- Creation of eco system for innovative and quality research and development environment on the campus. Setting up new research centres and renewal of the existing.
- Administration of research scholars joining in various research centres of the institution.
- Encourage the faculty to apply for cash awards to publish research in high quality SCIE/ WoS / SCOPOUS Indexed Journals.
- Supervise the faculty in submitting research projects to various funding agencies.
- Facilitate the Faculty / Staff / Students using Anti Plagiarism (Urkund) Software Submission of research proposals prepared by faculty members and students to various funding agencies.
- Preparation of annual R&D budget.
- Authentication of originality in project/thesis reports and paper publications with anti-plagiarism software.

Annual budget preparations for their approvals

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

Research & Development (R & D) Cell aims at motivating, monitoring and developing quality research in the institute. It is positively working on collaborative R & D projects and entering MoUs with industries. It also promotes creativity, research and innovation among the student community. To encourage research among the faculty, the institute has the facility of gaining study leave, reimbursing a part of the expenditure incurred in establishing the experimental set-ups for their research and deputing the faculty to national/international conferences with complete registration fee, TA & DA. A separate provision is also made in budget for R& D.

Infrastructure and Learning Resources

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

An adequate infrastructure is provided at the institute as per the norms specified by AICTE, and Anna University, Chennai to provide the infrastructure to facilitate effective teaching and learning to the students. Modernization and updating of infrastructure resources is carried out from time to time even over and above the norms of AICTE and AU for effective teaching and learning. The Institution provides modern infrastructure like classrooms with ICT facilities, updated laboratories, and library with reading room. As per the change in the syllabus, institution continuously upgrades infrastructural facilities. Classrooms are well ventilated with natural air and are having with LCD Projectors and Wi-Fi. Laboratories are updated time to time with the latest equipments. Timely purchase, Maintenance and repairs are carried out and write off is also done for irreparable equipments. All the labs are having proper lighting and ventilation. The performance of equipment is monitored on a regular basis and the stock verification committee takes care of verification of instruments, its record in dead stock register and right-off of the equipment before the commencement of each semester of an academic year.

Computer laboratory: Sufficient number of computers with latest configuration along with printers, scanners and photocopiers are available. The institution has adequate facilities for cultural activities, yoga, sports and games (indoor and outdoor) including gymnasium, auditorium etc.).

Cultural activities help students to build an all-rounder personality and improve their psychological as well as physical health. Overall development of students is enhanced through cultural activities which are carried out at college level through different clubs. Annual cultural festival is celebrated with great enthusiasm. This annual fest provides platform for students to exhibit their skills such as singing, acting. The cultural society runs different music events such as singing competitions etc.

Sports activities (indoor and outdoor): A well-equipped gymnasium, yoga centre is available in campus. The Institution has adequate facilities for cultural activities, sports as well as for indoor, outdoor games and yoga centre. Seminar halls are used as a yoga centre.

Student Support and Progression

The institute encourages the active participation of students through nomination by HODs and Principal. The Institute nominated Cultural Committee and Sports Committee. These student committees actively work for different activities conducted in the institute. Student representatives of the college get involved in the affairs of the college for the benefit of the college and all students. The objective of this activity is to enhance communication between students, management, and staff; promote an environment conducive to educational and personal development; support the management and staff in the development of the college; represent the views of the students on matters of general concern to them. Besides, the college has constituted academic and administrative committees i. e. Anti-ragging Committee, Women's Empowerment Cell, Sports Committee, Cultural Committee, NSS Committee and Student Forum in each Department.

Alumni Engagement

The Alumni Association (registered and functional) contributes significantly to the development of the institution through financial and other support services

The College has established Alumni Association. Alumni Association is registered under Societies Registration Act 1860. Alumni Association meetings with Management, staffs and Alumni are periodically conducted in the college and at other important places. The Alumni Association connects the Institution and former graduates in a symbiotic relationship. The formation of an alumni association contributes to the development and strengthening of long- term relationships with our alumni, the Institute, and current students.

The objectives of the Alumni Association are to provide a Forum for members of the Society for interaction; to achieve a high degree of belongingness with the College and the Society; to foster a feeling of brotherhood and friendship; to enroll the members from time to time and keep them abreast with the activities of the Society; to provide adequate avenues for drawing upon the knowledge and expertise of the alumni for furthering the cause of the College to attain good position and influence in the academic, social and business world and many more.

Governance, Leadership and Management

The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

The institution has established Vision and Missions and a well structured organization team.

The institution has a perspective plan in tune with the Vision and Mission for effective governance and leadership. Governance of the institution is reflective of effective leadership: The Principal and is aided by the Directors, HODs, Finance Officer, and Chairpersons of Committees. IQAC, Academic Section, Examination section, R&D Cell, Mentoring, T&P Cell, and other sections do take part in the governance of the College. The Institute's Policies, Strategies, Resources, and Quality Assurance cater to the needs of the Institute including Academics, Research, Innovation, and Social Responsibility. The requirements and inputs are identified by the HODs and routed through the Finance Committee and the Principal. Accordingly, the proposals are presented to the Governing Body for its approval. The Principal will suitably be initiating necessary steps put up to the statutory bodies for their consideration, approval, and implementation. The Academic Council and BOS view those decisions for implementation.

Effective leadership is reflected in various institutional practices such as decentralization and participative management.

Institution has well defined policies formulated with the active participation of faculty members, HoDs, Directors, Principal and management authorities. Institution follows decentralized working for academic and administrative activities that are distributed amongst faculty and staff members. Internal Quality Assurance Cell (IQAC) functions for smooth conduction of overall activities and helps in effective implementation of quality policy. In-charge of IQAC and provides guidelines for maintaining quality in all aspects. Directors for Academics, Research and Development, Student affairs and Administration head various committees under them. Faculty members get involved and contribute for the various activities.

Institutional Values and Best Practices

Measures initiated by the Institution for the promotion of gender equity during the year

The institution has established its "Women Empowerment Cell" and "Internal Complaints Committee" for ensuring the up-liftment of the women faculties and the girl students. Our college has 60% Women faculty and 70% girl students. The women empowerment cell functions with a Convener and representatives from all the departments of the institute and girl student representatives. The ICC has women convener, female and male staff members, female student members and lawyer. Various initiatives have been taken to promote women welfare, gender equity and safe environment for the women faculties and the female students. Gender Equity refers to the equal and fair treatment of men and women. Gender Sensitization is the fundamental need to understand the sensitive needs of a particular gender. Gender Sensitization Awareness Program is conducted every year in a regular schedule. An annual action plan is devised which includes Awareness Programs, Competitions etc. Awareness Program: Awareness Program on Gender Sensitization is scheduled at start of every academic year. Experts and notable persons of the related fields are invited as resource person to share the knowledge of gender sensitization and handling issues and challenges arising out of Gender inequality.

The institute is having well established policy and procedure for managing waste materials. The waste materials of the institute are segregated into degradable and non-degradable waste. Separate containers and bins are provided in appropriate places such as laboratories, workshops, computer centers, libraries, offices, classrooms, canteens and rest rooms. The waste materials are managed under 3Rs method. Reduce, Reuse and Recycle. There is complete ban on one time plastic usage inside the campus.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	E. G. S. PILLAY ENGINEERING COLLEGE
Address	Old Nagore Road, Thethi, Nagore Village, Nagapattinam Dt. Tamilnadu - 611 002
City	Nagore
State	Tamil Nadu
Pin	611002
Website	www.egspec.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ramabalan S	04365-251112	9894831458	04365-25111 4	mchinna81@gmail .com
IQAC / CIQA coordinator	Chinnadurai M	04365-250500	9965528581	04365-25288 2	mchinnadurai@egs pec.org

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	01-06-1995

Date of grant of 'Autonomy' to the College by UGC		28-02-2017		
University to which the college is affiliated				
State	University name	Document		
Tamil Nadu	Anna University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	17-09-2015	View Document		
12B of UGC	17-09-2015	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	07-07-2022	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Old Nagore Road, Thethi, Nagore Village, Nagapattinam Dt. Tamilnadu - 611 002	Rural	22.78	58457.12

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Computer Science And Engineering	48	A pass in H.Sc. or its Equivalent	English	120	120
UG	BE,Mechanical Engineering	48	A pass in H.Sc. or its Equivalent	English	120	119
UG	BE,Electrical And Electronics Engineering	48	A pass in H.Sc. or its Equivalent	English	60	56
UG	BE,Civil Engineering	48	A pass in H.Sc. or its Equivalent	English	60	33
UG	BE,Electronics And Communication Engineering	48	A pass in H.Sc. or its Equivalent	English	120	120
UG	BTech,Information Technology	48	A pass in H.Sc. or its Equivalent	English	60	60
UG	BTech,Computer Science And Business Systems	48	A pass in H.Sc. or its Equivalent	English	60	60
UG	BE,Bio Medical Engineering	48	A pass in H.Sc. or its Equivalent	English	60	60
UG	BTech,Artificial Intelligence And Data Science	48	A pass in H.Sc. or its Equivalent	English	60	60
PG	ME,Computer Science	24	Passed in Bachelors	English	18	18

	And Engineering		Degree or equivalent in the relevant field			
PG	ME, Mechanical Engineering	24	Passed in Bachelors Degree or equivalent in the relevant field	English	18	18
PG	ME, Electrical And Electronics Engineering	24	Passed in Bachelors Degree or equivalent in the relevant field	English	18	17
PG	ME, Civil Engineering	24	Passed in Bachelors Degree or equivalent in the relevant field	English	18	18
PG	ME, Electronics And Communication Engineering	24	Passed in Bachelors Degree or equivalent in the relevant field	English	18	17
PG	MBA, Master Of Business Administration	24	Passed in Bachelors Degree of minimum three years duration	English	120	119
PG	MCA, Master Of Computer Applications	24	Passed B.C.A. B.Sc. Computer Science B.Sc. IT B.E. CSE B.Tech. CSE B.E. IT B.TECH. IT or	English	60	60

			Equivalent Degree			
Doctoral (Ph.D)	PhD or DPhil, Computer Science And Engineering	36	Passed in Master Degree or equivalent in the relevant field	English	11	11
Doctoral (Ph.D)	PhD or DPhil, Mechanical Engineering	36	Passed in Master Degree or equivalent in the relevant field	English	25	15
Doctoral (Ph.D)	PhD or DPhil, Electrical And Electronics Engineering	36	Passed in Master Degree or equivalent in the relevant field	English	22	15
Doctoral (Ph.D)	PhD or DPhil, Civil Engineering	36	Passed in Master Degree or equivalent in the relevant field	English	11	4
Doctoral (Ph.D)	PhD or DPhil, Electronics And Communication Engineering	36	Passed in Master Degree or equivalent in the relevant field	English	22	15

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	28				19				166			
Recruited	25	3	0	28	12	7	0	19	94	72	0	166
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						45
Recruited	30		15		0	45
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				62
Recruited	38	24	0	62
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	25	3	0	12	7	0	21	9	0	77
M.Phil.	0	0	0	0	0	0	13	15	0	28
PG	0	0	0	0	0	0	60	48	0	108
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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	435	27	0	0	462
	Female	236	11	0	0	247
	Others	0	0	0	0	0
PG	Male	158	11	0	0	169
	Female	91	10	0	0	101
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	5	2	0	0	7
	Female	6	1	0	0	7
	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	166	92	105	129
	Female	79	63	62	74
	Others	0	0	0	0
ST	Male	0	1	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	421	379	348	188
	Female	204	197	182	125
	Others	0	0	0	0
General	Male	41	35	33	14
	Female	20	15	15	12
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		931	782	745	542

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Artificial Intelligence And Data Science	View Document
Bio Medical Engineering	View Document
Civil Engineering	View Document
Computer Science And Business Systems	View Document
Computer Science And Engineering	View Document
Electrical And Electronics Engineering	View Document
Electronics And Communication Engineering	View Document
Information Technology	View Document
Master Of Business Administration	View Document
Master Of Computer Applications	View Document
Mechanical Engineering	View Document

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>E.G.S. Pillay Engineering College has well taken The vision of National Education Policy, to provide high-quality education to develop human resources in our nation as global citizens. • The Institution follows a high-quality interdisciplinary or multidisciplinary approach in its pedagogy and curriculum in line with the current changing trends in technology. • Aspiring for the highest global standards in quality education, the college offers a wide range of courses with ample options to select the courses of their choice from an open elective basket. • The interdisciplinary and multidisciplinary approach in curriculum and pedagogy inputs by varied experts provides a better understanding of how different subjects co-relate in real-life applications. • Our R&D cell performs continuous monitoring of external funding agencies with regard to the submission of interdisciplinary and multidisciplinary minor as well as major proposals. • Our faculty members are highly motivated to carry out interdisciplinary or multidisciplinary research in the key domains. • Students are extensively trained in new-age skills through various skill development activities. • The open electives and online courses help the students develop a holistic understanding of engineering and problem solving with a</p>
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	multidisciplinary approach.
2. Academic bank of credits (ABC):	<p>Our institution's preparedness in the implementation of the Academic Bank of Credits conforms to the guidelines of the affiliated university, i.e., Anna University. • Anna University, being a state university, is an official member of the National Academic Depository, which is a government endeavor to offer an online repository for all academic awards under the Digital India Programme. • From 2020 onwards, Anna University is in the process of uploading students' mark sheets and degree certificates through the nad.digitallocker.gov.in platform through its affiliated colleges. • The National Academic Bank of Credits (ABC) portal has now been integrated into the NAD portal (https://nad.digitallocker.gov.in) and is currently live from academic year 2021 onwards. • Our college follows a choice-based credit system (CBCS) for all its programmes and is now in the process of passing a resolution related to the ABC in the Academic Council. • Our college will formally register in the ABC portal as soon as the resolution is approved by the higher academic bodies. • For this purpose, the institute is in the process of creating a centralized database of college students. • Through this database, the academic credits earned by the student from various courses will be digitally stored so that the credit earned by the student previously can be forwarded when the student enters the program again. • For monitoring ABC, a proper technical support system will be created. We aim to enroll students in the Academic Bank of Credits system after the implementation of NEP at the institute. • We are in the process of having a discussion with the university.</p>
3. Skill development:	<p>According to the National Skills Qualification Framework, the institution has implemented measures to enhance technical education and soft skills training, which will commence in the first semester. • One-credit courses and value-added courses are now integral parts of the standard curriculum. Every year, each department offers 30 hours of value-added courses. • Indian constitutional acts, ethical values, an induction program on universal human values (UHV), and life skills courses are all incorporated into the curricula to support value-based education. • With the assistance</p>

	<p>of business professionals, the curriculum has been modified to include employability courses to support the technical stream. • The PMKVY Scheme has been implemented at the institution to raise student awareness of employability skills. This institution has a highly designed training and placement cell, through which the following skill development practices have been given to enhance the quality of students: I. Personality Development Skills and LSRW Training by Software as well as Online Classes. II. Options to learn foreign languages like German and French through self-paced online courses like NPTEL and MOOC classes. III. Courses related to problem solving methods using MAT lab. IV. Skills development activities through various technical and non-technical clubs. V. Giving virtual labs. VI. Life skills (yoga, physical fitness, health, and hygiene) and awareness of trends in technology. VII. Organizing value-added certificate courses.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>To highlight the Indian knowledge system: • Indian arts, cultures, and traditions are supported through the NSS, the Tamil Peravai Club, Cultural activities, and the Music Club. • Planned to incorporate the essence of Indian traditional knowledge as a mandatory course into the curriculum, through which students are exposed to the need for and importance of protecting Indian traditional knowledge related to science, engineering, agriculture, and medicine. • Teaching and learning processes are mostly conducted in English. Nonetheless, to help needy students comprehend the courses better, the regional language "Tamil" is used. • Preparing to launch the Department of Humanities' online certificate program on Indian Knowledge System: Ancient Indian History and Culture in the upcoming academic year.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>• In 2013, this institution implemented the Choice Based Credit System (CBCS) and outcome-based education (OBE). • The syllabus was created with an emphasis on the achievement of the programme outcomes (POs) through the course outcomes (COs) and (POs). • Curriculum design, curriculum development, teaching and learning strategies, assessment, continuous quality improvement (CQI), and monitoring are the best practices utilized for efficient implementation of outcome-based education.</p>

6. Distance education/online education:

The COVID-19 pandemic creates an opportunity for preparedness through distance education and online education, such as: Teaching and learning processes have been done through different online modes, such as the Great Learning Platform, Google Class Rooms, WhatsApp, YouTube, etc. • Due to ICT (LCD projector & Wi-Fi) enabled class rooms and campus teaching –learning process held without hindrance or obstacle on online education. • Post-pandemic, the online learning experiences are being adopted by the faculty and students to take full advantage of the flexible blended mode of teaching and learning. • Since 2019, departments have been exclusively using Google Classroom for sharing learning contents with students for most of the subjects and courses. • Faculty members have attended online FDPs, STTPs, and workshops to strengthen their skills in MOOCs for teaching and learning. • Recently, the institution has started using the ITLE module of the College Information Management System to make all such types of e-content material prepared by faculty members available to all students through an online mode in order to meet future challenges. • During the COVID-19 pandemic, various programs, meetings, and seminars for students were also organized by the institute via an online platform for conducting conferences and meetings. • Every year, students and faculties are motivated to undergo NPTEL and MOOCs courses. • Students and faculty are encouraged to complete various certification courses offered by SWAYAM and Coursera. • Students are offered flexibility to complete one-credit courses through NPTEL. • Skill development activities have been organized by various departments and their clubs to enhance the technical and non-technical skills of learners.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Established in the year 2019.
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?	Yes, students' co-ordinator and co-ordinating faculty members are appointed by our College. The ELCs are functional and are representative in character.

<p>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.</p>	<p>Voting awareness drive for the employees, students of E.G.S. Pillay Group of institutes and in the nearby villages/cities. The above 18 eligible citizens are provided all sort of help for online registration as well as offline registrations. The help is provided for filling various forms for new voter registration, change in details of existing voters, corrections in the voter details and efforts to get the voter id cards. The community FM Radio station of the institute is used extensively for the awareness programs in the rural areas as well as during the election process to motivate voter to vote. Faculty members and the non-teaching staff of the college worked pooling officers and members of the voting team for assisting district election administration in conduct of poll during the assembly and parliamentary elections. Electoral Literacy Club conducted various voter awareness campaigns, promotion of ethical voting, enhancing participation in voting for various section of the society.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The students at the college developed small modules related to voting process and awareness as a part of their mini project and major projects.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Voter awareness drive was conducted in the college. The voter registration camp was organized in the college for registration of institute student voters.</p>

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	14	13	13
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 10

2 Students

2.1

Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3136	2838	2761	2653	2784
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
679	830	773	749	731
File Description		Document		
Institutional data in prescribed format		View Document		

2.3

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3103	2802	2758	2638	2769
File Description		Document		
Institutional data in prescribed format		View Document		

2.4

Number of revaluation applications year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
68	0	25	78	29

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
702	712	621	612	646
File Description		Document		
Institutional data in prescribed format		View Document		

3.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
221	210	200	175	206
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
221	210	200	175	206
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution

4.1

Number of eligible applications received for admissions to all the programs year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1220	1211	1156	1194	1017
File Description		Document		
Institutional data in prescribed format		View Document		

4.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
642	683	642	600	600
File Description		Document		
Institutional data in prescribed format		View Document		

4.3

Total number of classrooms and seminar halls

Response: 80

4.4

Total number of computers in the campus for academic purpose

Response: 852

4.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
995.52	419.1	1045.1	991.37	516.37

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

Being an Autonomous Institution, each department of E.G.S. Pillay Engineering College has implemented Outcome Based Education (OBE) and Choice-based Credit System (CBCS) to ensure the students can compete on a global platform and have anticipated global attributes. The regulations, curriculum and syllabi are framed to line up with the vision and mission of the institution as well as corresponding department. The needs of the curriculum and syllabi are derived from various stakeholders including internal faculty members, academicians from various institutions, employers, industry experts, alumni, and students and from recommendations of various statutory bodies including AICTE, UGC, Anna University, Board of Studies, Academic council, etc. Programme Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) are defined to integrate the skills and attitudes that demonstrate the Graduate Attributes (GAs) benchmarked globally. PEOs, POs, and PSOs are conforming to the requirements of the statutory bodies.

Effective curricula and syllabi is designed in Board of Studies (BoS) meeting conducted in every semester based on the guidelines of UGC, AICTE, Anna University and suggestions and feedbacks received from various stakeholders. The Academic Council deliberates on the curricula and syllabi suggested by members to present at meeting. The academic council, on deliberation, recommends modifications and suggestions for the implementation. The curriculum is revised at regular intervals based on the upcoming needs and latest trends to educate the students in the various subjects in the main programme of the study and allied emerging areas. While designing the curriculum and syllabi, equal balance of theory, laboratory, project work, seminar and internship is preserved based on local, national, regional and global developmental needs. Thus, we make our students to be “Industry Ready”, to pursue higher studies, and successful entrepreneurs.

The Autonomy of the institute also provides the academic flexibility for introducing the new courses such as Data Analytics, Machine Learning, Artificial Intelligence, Internet of Things, Multicore programming, Biology for Engineers, Automation in Manufacturing, Mechatronics, Robotics, etc. are included for under graduate courses. Inter disciplinary courses and advanced subjects including Electric and Hybrid vehicle, and Industrial control electronics have been introduced to Electrical and Electronics Engineering students. Advanced courses like Coastal zone management is introduced for Civil Engineering students and Innovation, IP management and entrepreneurship is introduced for Computer Science and Business System by focusing on employability as the students are from rural background and first graduates. The students can select open elective courses offered by various departments to support collaborative learning.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response:

1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response: 15

1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 15

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document
Any additional information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response:

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
582	579	562	548	527

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document
Any additional information	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>Response:</p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 1036</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.</p> <p>Response: 3293</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
<p>1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>Response:</p>	
<p>1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.</p> <p>Response: 15</p>	

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

1.3 Curriculum Enrichment

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

Response:

E.G.S. Pillay Engineering College effectively integrates cross-cutting issues related to Professional Ethics, Gender Equality, Human Values, Environmental Awareness and Sustainability into the Curriculum and leads to a strong value-based holistic development of students. In this context, the college organizes various activities.

Professional Ethics and Human values

The institute offers Universal Human values and Ethics course for all UG students to impart ethical principles and responsibilities such as characteristics of morals, Honesty, Courage, Valuing Time, Engineering Ethics, safety and responsibility of Engineers, rules and standards followed by the engineers in their roles as professionals and codes of ethics.

Women Empowerment and Gender Equity

The institution creates safe, secure and congenial environment for female students as well as staff to progress on equal basis. It has Women Empowerment Cell and Grievance Redressal Cell to counsel students and staffs promote gender equity among students and also handle issues related to safety and security of female students and staff members. These cells organize programmes on women empowerment, laws for woman, women's day celebration and programmes to increase awareness related to personal hygiene amongst girl child, rights and equality issues of the women. The female students are encouraged to participate on equal basis in curricular and extra-curricular activities.

Environmental Awareness and Sustainability

The institute gives importance to environmental sustainability to addresses the related issues. The institute offer M.E.-Environmental Engineering programme to provide the required skills to our students to handle environmental problems. The curriculum includes courses related to environment such as Principles and Design of Physico-Chemical Treatment Systems, Transport of Water and Waste Water, Air Pollution Monitoring and Control, Industrial Waste Management, Solid and Hazardous Waste Management, Environmental Impact Assessment, etc. to impart environmental education among the students. All the departments offer Environmental Science course to all undergraduate students.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Any additional information	View Document

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response:

1.3.2.1 How many new value-added courses are added within the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
23	17	24	20	20

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response:

1.3.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2218	1709	2082	1895	1834

File Description	Document
List of students enrolled	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)	
Response:	
1.3.4.1 Number of students undertaking field projects / internships / student projects	
Response: 2195	
File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni	
Response:	
File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

1.4.2 The feedback system of the Institution comprises of the following :
Response:

File Description	Document
Any additional information	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
930	782	745	542	834

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
930	990	930	870	870

File Description

Document

Institutional data in prescribed format (Data Template)

[View Document](#)

Any additional information

[View Document](#)

Link for Additional Information

[View Document](#)

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
635	649	632	470	583

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

2.2 Catering to Student Diversity

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

Response:

We accept students from a wide range of socioeconomic and intellectual backgrounds. The programmes are intended to meet the needs of local, national, and global students.

First-year students are given orientation to help them understand the institution's infrastructure, academic and administrative systems, rules, regulations, and institutional ethics. Eminent personalities from various fields are invited for special talks to motivate the students.

Every year, a bridge course is held to bridge the gap between the school curriculum and the engineering curriculum. Additionally, everyone receives special training in the subjects such as Maths, Physics, and Chemistry to help them understand the fundamentals. To help Tamil medium students to understand technical theories, comprehensive English language training is provided.

Students from various socioeconomic backgrounds are given special consideration in all academic aspects. Gender equality, human values, professional ethics, and women empowerment are among the special programmes offered to students.

All students are given equal opportunities and are treated equally when it comes to accessing facilities such as the library, transportation, labs, and the indoor stadium. Many clubs such as NSS, YRC, and RRC, operate on campus, and both genders are given equal opportunities to volunteer.

Students' performance is monitored on a regular basis through activities such as assignments, tutorials, and continuous assessment tests. Remedial measures are implemented to meet the needs of students from various academic categories.

Programmes for advanced learners and slow learners:

Academically superior students are encouraged to pursue value-added courses on advanced topics via the NPTEL/SWAYAM portals. In 7th or 8th semester, self-study courses with 3 credits are permitted instead of one elective course. So they study advanced courses.

Academic toppers are encouraged to prepare well in order to be placed in reputable companies that offer higher packages. They will also be allowed to take the 8th semester course in the previous semester in order to pursue a full-semester internship. Students are encouraged to prepare for competitive

examinations such as GATE, CAT, UPSC, GRE, TOFEL, and IELTS in order to gain access to higher education.

Slow learners are monitored through special coaching classes, video lectures, handouts, additional assignments, and problem-solving tutorials, among other things. They are constantly monitored, and slow learners are given soft skill training to help them reach their full potential.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

One of the major goals and strengths of EGSPEC is the teaching-learning process. Staffs are using both traditional and modern teaching-learning tools to help the students to have a better learning experience. Methodologies such as experimental learning, participatory learning, and problem solving are widely used.

In order to achieve the desired learning outcomes OBE is implemented for all programmes.

Experiential learning: Students are given hands-on experience in lab classes to help them gain a thorough understanding of the concepts. Additional experiments and Virtual lab experiments are given to the students.

Summer internship: Students are constantly encouraged to go on summer internships and spend their valuable time on projects, learning about field studies, making industry connections, and honing their interdisciplinary skills.

Add-on Courses: Students are encouraged to broaden their knowledge by participating in NPTEL/SWAYAM/MOOC courses. Guest lectures will be held in addition to employability courses. These job-related courses prepare students to meet emerging industry challenges.

Project development: Students are given provision to enhance their knowledge in design and development through project works that are assisted by alumni and faculty mentors.

Industrial visits: Each academic year, each department organizes industrial visits to provide students with a good exposure to the industry work environment.

Participatory learning: Students are encouraged to take part in a variety of activities such as seminars, group discussions, project expos, technical symposiums, conferences, and paper presentations. Students are encouraged to participate actively in a variety of competitions such as hackathons and intercollegiate competitions. Interaction with industry experts is encouraged in order to better understand industrial needs.

Problem solving methods: Students are encouraged to make decisions on issues such as gender inequality, racial discrimination, climate change, and environmental protection in order to improve their problem-solving skills.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

ICT (Information and Communication Technology) plays an important role in education. The application of ICT tools has a significant impact on the teaching-learning process.

Students have access to ICT resources that allow them to access learning materials. ICT also allows faculty and students to access teaching-learning resources at any time and from any location.

Faculty is trained on a regular basis to keep the various sources available for modern and innovative teaching-learning processes up to date. All faculty members have computers with UPS and high-speed internet access. They prepare course materials and upload them to Google Classroom so that students can access them from any location. Students can use the platform to post questions and get answers from faculty.

Faculty can also enroll in NPTEL/SWAYAM/MOOC courses to stay current and improve their knowledge throughout their careers. A large number of faculty members have enrolled in NPTEL courses and received certificates with a high percentage. Faculties are given access to online platforms such as Zoom, Google Meet, and MS Teams in order to deliver lectures online.

During pandemic, this platform is also used for continuous assessment tests and end-of-semester exams. High-speed internet access is available in the conference room, seminar room, auditorium, and all laboratories. LCD projectors are installed in classrooms to effectively deliver course materials. Students

can easily understand the concept thanks to the e-PPT with animation and sounds.

Virtual classrooms are available in all departments, allowing faculty to access video clips, course materials, and live quizzes online. Some practical courses use virtual laboratories to help students learn more by designing their own experimental setup to take reading and analysis. During the pandemic, faculty members videotaped the experimental setup, explained the experiments, and demonstrated how experimental readings are taken. Using ICT tools, guest lectures, conferences, symposiums, and placement training are held online, allowing students to participate from remote locations. Furthermore, each department has obtained simulation design and analysis application software. The Digital Library offers e-resources such as e-books, e-journals, and data bases that faculty and students can access from anywhere.

Since our institute is serving as a nodal center for virtual labs, students are encouraged to perform lab experiments for all the laboratory courses in virtual platform. This helps in students acquiring practical knowledge using modern tools which is the one of the graduate attribute.

File Description	Document
Any additional information	View Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	View Document
Link for Additional Information	View Document

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

Response:

2.3.3.1 **Number of mentors** ?????????????? ???????

Response: 209

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document
Circulars pertaining to assigning mentors to mentees	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

Response:

The academic calendar is prepared by the Controller of Examinations (COE) in consultation with the Academic Director and the Principal. It is prepared well in advance of the start of classes each academic year and distributed to faculty and students. The calendar includes the total number of working days for each semester, as well as examination schedules, and general holidays.

The office of the controller of examinations runs continuous assessment tests smoothly. Immediately following evaluation, the CAT answer script is distributed to students for clarification. Normally, answer scripts are evaluated within three working days of the examination date.

The COE office is in-charge of announcing the academic schedule, preparing question papers, conducting examinations, evaluating answer scripts, publishing results, and issuing grade sheets. During the academic year, students write their end-of-semester exams for the ODD semester (ESE) in November/December and the even semester (ESE) in April/May. The COE determines the end-of-semester examination schedule, which is posted on the common/department notice board and also on the web portal for easy access. Co-curricular activities are also scheduled on the calendar. The principal holds review meetings to discuss the academic plan's curricular and extracurricular activities. The calendar makes it easier for students to plan and prepare for internships during their winter and summer breaks. The academic calendar for the last five years is uploaded.

Teaching plan :

The faculty prepares their semester lectures and seeks approval from the course coordinator and department head. The faculty prepares their lecture plan and conducts classes based on the working days / calendar. All faculties receive attendance and assessment records, which include hourly lecture plans and the mode of content delivery for each course. Attendance and assessment records include the following information to aid in the effective delivery of course content and the achievement of COs, POs, and PSOs.

- Vision and mission of the institution and department
- Programme Outcomes
- Modes of delivery
- Guest lectures arranged on various topics
- Theory /tutorial/laboratory classes handled
- Remedial classes for slow learners
- Performance analysis of students
- Class/personal timetable
- Attendance details of students
- Performance of students in assignment/tutorial/ laboratory/continuous assessment tests

The above details are well maintained by every faculty and are subject to periodical academic audit.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years	
Response:	
File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)											
Response:											
2.4.2.1 Number of full time teachers with <i>Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit.</i> year wise during the last five years											
<table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>85</td> <td>75</td> <td>70</td> <td>55</td> <td>54</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	85	75	70	55	54	
2021-22	2020-21	2019-20	2018-19	2017-18							
85	75	70	55	54							
File Description	Document										
Institutional data in prescribed format (Data Template)	View Document										
Any additional information	View Document										
Link for Additional Information	View Document										

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

Response:	
2.4.3.1 Total experience of full-time teachers	
Response: 1443	
File Description	Document
Institutional data in prescribed format	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years				
Response:				
2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
14.29	13.52	11.5	14	9
File Description		Document		
Institutional data in prescribed format (Data Template)		View Document		
Any additional information		View Document		
Link for Additional Information		View Document		

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years				
Response:				
2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
68	0	25	78	29

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.3 IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution

Response:

The College being an Autonomous institution is continuously carrying out reforms in its examination systems through integration of IT in all the processes of the examination system. The reforms are enforced in the continuous internal assessments, marks entry (Assignments, Tutorials, continuous assessment tests etc.) and the performance of students are analyzed by generating necessary reports such as maximum marks awarded, class average, Calculation of COs and POs and for Identification of slow and advanced learners.

Class time-table, faculty time-table and class room allocations are prepared through the software. Faculty and Staff mark their attendances through biometric system. Their leave and permissions are granted by HoDs/Principal through on line. All faculty and staff know their leaves details - available on line.

End semester examination fee is notified through circulars in the intranet. Hall tickets are generated in the system, once the examination fees for regular and arrear papers are paid. The Schedule of End Semester Examination can be downloaded on line. The list of invigilators and their schedule are prepared and sent to the respective faculty through e-mail. The reforms are effected in the continuous internal assessments, marks entry (Assignments, Tutorials continuous assessment tests etc) and the performance of students are analyzed by generating necessary reports such as maximum marks awarded, class average, Calculation of COs and POs.

The marks awarded in the end semester examination are entered into the computer question-wise. The system calculates total mark including internal marks, and declares the result, with individual subject grade, Semester GPA and cumulative GPA.

The activities related to examination Process are integrated into IT right from the student registrations and payment of examination fee are made through on-line process with personal log-in details. The activities integrated into IT include

- Hall ticket generation
- OMR sheet generation/CO wise mark entry
- Dummy number generation
- Present and absentees statements generation
- Bundling of answer scripts subject wise
- Results tabulation

- Publication of Results
- Result analysis branch wise and semester wise
- Revaluation Registration through online
- Grade Sheets/Transcripts/Consolidated Mark sheets, Online valuation

In addition to this, the conduction of online examination using google forms, Google classroom are also available. Facilities are also available to conducts quizzes on line. The internal marks comprising of Assignments, Tutorials, Continuous assessment tests are generated using IT and submitted to Controller of examination. The COE office takes care of adding Internal marks and end semester examination mark for the calculation of total marks for each subject and declares the result.

The attainment of CO is separately executed considering the various components such as CAT, assignments, tutorial and end semester examination marks under direct assessment and course end survey under indirect assessment. The COs are appropriately mapped to the POs, and correlated with appropriate weightage for the COs based on the levels of contribution. The attainment of POs is calculated after mapping the COs to the relevant POs, under direct assessment and exit survey, employer survey and alumni survey under indirect assessment.

The survey questionnaire is appropriately designed distinctively for exit survey at the time of students leaving the college. Different sets of questionnaires are framed for the alumni and employer survey. The surveys are taken from all stakeholders through on line.

Faculties develop course contents and upload in Google Classroom and MOOC Platform and disseminate to all students. Students can use the study materials any time anywhere. Related video contents are also developed and uploaded. E-books, E-journals and magazines are available in the digital library and accessed by faculty and students through intranet and internet. The institution is fully prepared to use information and communication technologies to integrate into teaching & learning process.

Reforms in the Examination Procedures:

Two sets of question papers are prepared for each course. The Controller of examination selects any one of the question papers to maintain confidentiality. Question papers are set by subject experts within the institutions and other institutions. Questions are set for the entire COs in the syllabus, with internal choice, to assess all the Course Outcomes. The question papers are scrutinized by the faculties, domain coordinators/external subject experts to maintain the standard and check if all COs and their learning levels.

Examiners are allotted to valuate only 25 answer script in a session. Number of students seated in a hall for internal assessment test and End semester examination is 25. A squad committee constituted by Controller of Examination visits all the examination halls to oversee the conduct of the examination and to avoid any malpractices. The answer key and the scheme of valuation are prepared by the Course coordinator of the subject with the approval of domain coordinator and HOD. The chief examiner will conduct pre-valuation meeting to explain the answer key and scheme of valuation to examiners to maintain uniformity in evaluation.

Valuations of answer papers are centralized with CCTV surveillance. Facilities are provided for students to see their answer scripts after the publication of results, on request. They can appeal for revaluation.

Seminar, project, assignment, and presentation etc. are included as components of evaluation. The Grade sheets have security features to avoid manipulations in the mark sheet. The entire examination system is automated.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

In accordance with AICTE, E.G.S. Pillay Engineering College implemented Outcome-Based Education system. For each course, including the practical, Course Outcomes and objectives are clearly defined. When the outcomes are measurable and quantitative, it helps both faculty and students understand their roles. Students can understand their curriculum and set future goals based on what they learn in their course of study. PEOs are defined for each department concerned with their vision and mission statement. PSOs are designed to achieve PEOs and the department's vision. Then there are Graduate Attributes, which are examples of expected outcomes for an engineering graduate as defined by NBA in terms of POs.

The curriculum and syllabi are designed in such a way that the accomplishments of POs and PSOs can be measured using the COs. The COs of each course are then mapped to the appropriate POs and PSOs. Each course has minimum five COs, and each of them is measured using different assessment tools. The faculty discusses PEOs, POs, and PSOs in the classroom at the start of each semester to help students understand what POs and PSOs are and how they work.

The POs and PSOs are displayed in

- College website
- All prominent places of the department, faculty cabins, department library, main library, classrooms and laboratories.
- Curriculum and syllabi book

The POs and PSOs are made available to all stakeholders through website, seminars/workshops, stakeholders' meetings.

The COs are disseminated to the students through

- Curriculum and syllabi book
- Student induction programme
- Question papers

- Mentor-mentee meetings

In the classroom, the faculties discuss the COs with the students. Question papers of Internal assessment tests' and end-of- semester' include the COs and BT Knowledge level for each question. It informs the students to evaluate their own learning.

The Course End Survey provides feedback on each student's achievement of COs across all courses in a semester. The outcomes and attainment levels are analyzed and used to improve the teaching-learning process further.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

Course Outcomes (COs), Program Outcomes (POs) and Program Specific Outcomes (PSOs) are evaluated through direct and indirect assessment tools.

Attainment of Cos:

The attainment of COs is evaluated by direct and indirect assessment tools.

Direct assessment tools for COs:

The various tools used for the direct assessment are

1. Assignments
2. Tutorials
3. Quizzes
4. Continuous assessment tests - CAT
5. End Semester Examination - ESE
6. Rubrics for project works

The domain and course coordinators ensure the quality of questions and the coverage of all COs using all assessment tools. The domain coordinator / external subject experts in the controller of examination office review the end-of-semester exam question papers to assess the COs and their learning levels.

Paper presentations, project competitions, internships, and in-plant trainings are examples of experimental learning data. Industrial visits, career development programmes, and workshop facilitation are also used to

assess the achievement.

Indirect assessment of COs:

The course end survey, which is collected at the end of each semester for each course, is one of the tools used for indirect assessment.

Cumulative attainment of COs:

Attainment of COs={95% of direct assessment + 5% of indirect assessment }

Attainment of POs and PSOs:

The attainment of POs and PSOs is directly measured from the COs attainment. The appropriate POs is assigned to the relevant COs from various courses. The attainment of POs and PSOs is quantified using COs by assigning weightage to the COs that contribute to a specific PO/PSO. The level of contribution to a PO/PSO can be Substantial (3), Moderate (2), or Low (1).

Indirect assessment of POs/PSOs:

The indirect assessment of POs/PSOs includes the survey questionnaire collected from Alumni, Graduates and Employers. Also feedbacks collected during various co-curricular and extracurricular activities are used for the attainment calculation of POs and PSOs.

Cumulative POs and PSOs attainment:

POs and PSOs attainment is based on the contribution of direct and indirect assessments, as calculated by the formula

PO/PSO attainment = 80% direct assessment + 20% indirect assessment

At the end of each academic year, cumulative POs and PSOs attainment is calculated and discussed in DAAC and BoS meetings for further improvement.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response:

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 616

2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.

Response: 679

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Any additional information	View Document
Link for the annual report	View Document
Link for additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all currently enrolled students	View Document
Upload any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

E.G.S. Pillay Engineering College has separate Research and Development department with dynamic members to assist all faculties for publications, research proposal submission in various funding agencies, patent registration and various R & D related activities. All departments has standalone project lab with essential facilities to enhance the students and staffs research and project works.

R & D department provides guidelines for submitting research proposals to various funding agencies like AICTE, UGC, DST, CSIR, MoEF, TNSCST and industries.

Research Centre (RC) is established in five departments of the institute with necessary research equipments and which are recognized by Anna University. Full-time as well as part-time research scholars are allotted by the University to pursue their research work in these centres under the guidance of the recognized supervisors in the institution.

The Research and Development (R&D) deeds at E.G.S. Pillay Engineering College are consummate by dynamically involving faculty, scholars and students.

E.G.S. Pillay Engineering College is one of the Nodal centres for Virtual lab; it is an initiative of Ministry of Human Resource Development (MHRD), Government of India under the aegis of National Mission on Education through Information and Communication Technology (NMEICT). This project is a consortium activity of twelve participating institutes and IIT Delhi is coordinating institute. It is a paradigm shift in ICT-based education

Virtual lab is

- To provide remote-access to simulation-based Labs in various disciplines of Science and Engineering.
- To enthuse students to conduct experiments by arousing their curiosity. This would help them in learning basic and advanced concepts through remote experimentation.
- To provide a complete Learning Management System around the Virtual Labs where the students/teachers can avail the various tools for learning, including additional web-resources, video-lectures, animated demonstrations and self-evaluation.

The main aim and objectives of R&D:

- To develop multi-disciplinary research activities and product developments
- To endorse research and development with special prominence on rural and socially related issues
- E.G.S. Pillay Engineering College has precise policy to encourage Research and development activities

Followings are predominant policy decision to cheer the staff members, UG students, PG students and research scholars to do their research work:

- Cash prize for SCI, Scopus indexed, UGC care journals to encourage publications among faculties.
- Cash prize for granted patent and registration fee is borne by the institution for patent registration
- Cash prize for books and book chapter publication with ISBN.
- Awards and cash prize for faculties those who get research grants.

Financial assistance (Seed capital) for society impacted projects, start-ups for proof of concept, prototype development, product trials, market entry, and commercialization. Essential infrastructure amenities like software, building, computers, characterization testing apparatus, books & journals are provided. Necessary special leaves, higher studies on duty leaves (HS OD), Travelling Allowance (TA), Dearness Allowance (DA) and registration fees for presenting papers in national/international conferences. Plagiarism check software is provided for research supervisors for their scholar's publication Plagiarism check. Special allowances are provided after successful completion of Ph.D.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response:

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
5.75	4.16	4.91	2.38	0.5

File Description	Document
Minutes of the relevant bodies of the Institution	View Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

Response:

3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers	View Document
Any additional information	View Document

3.2 Resource Mobilization for Research

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
42.76	23.87	11.697	1.245	35.42

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by government and non-government	View Document
Any additional information	View Document

3.2.2 Percentage of teachers having research projects during the last five years

Response:

3.2.2.1 Number of teachers having research projects during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
7	5	8	17	14

File Description	Document
Names of teachers having research projects	View Document
Any additional information	View Document

3.2.3 Percentage of teachers recognised as research guides

Response:

3.2.3.1 Number of teachers recognized as research guides

Response: 26

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Any additional information	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

Response:

3.2.4.1 Number of departments having Research projects funded by government and non-

government agencies during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	5	9	5

3.2.4.2 Number of departments offering academic programmes

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	14	13	13

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Paste link to funding agency website	View Document

3.3 Innovation Ecosystem

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

Response:

E.G.S. Pillay Engineering College provides a conducive environment for innovations, creations, and transfer of knowledge and incubation. All required facilities are provided and guidance is extended to the students. Students are encouraged to actively involved in the application of technology for societal needs. Necessary support is provided for the documentation, publication of research papers, and also for obtaining patents. Awareness meets, workshops, seminars, and guest lectures on Entrepreneurship are organized by IQAC, the R&D cell, and the Entrepreneurship development cell. Research laboratories were established under the supervision of the R&D cell to conduct the research by faculty and students.

Five departments including MECH, CSE, ECE, EEE, and CIVIL received recognized research centers from Anna University, Chennai. Institutional R&D Cell takes the initiative in identifying potential researchers and distributes grants as per the policy and procedures. College has recognized research centers in the departments and this would be an added advantage to the students to develop their Prototypes. The faculty involved in research and research publications are encouraged with incentives (Seed money, Rs. 25,000 for SCI-indexed journals, Rs. 7,500 for Scopus-indexed journals, and Rs.5000 for Book chapters) and their excellent contributions are recognized through, Governing Council report and Annual Report. Faculties are also provided funds for attending and presenting research articles at reputed conferences

within and outside the country. The institution signed MoUs with reputed industries to partner in research projects by different departments for product development.

Financial assistance is provided for major and minor research projects. The Management has instituted a Seed Money Scheme for the promotion of research which encourages multidisciplinary mission oriented research. IPR Cell is established in year 2015 to provide a platform to share and discuss the latest development and applications with practical exposure and assist faculty members, students, and research scholars in filing patents and copyrights. Students are provided opportunities to directly interact with outstanding entrepreneurs excelling in their field. Product service training is provided for creating awareness of marketing the products. Students are provided with facilities to build prototypes useful for the promotion of agriculture and rural development. The institute EDC Cell was formed in the year 2014 to Promote and sustain student innovations from ideation to startup for developing an entrepreneurial ecosystem. The EDC Cell continuously conducts events and awareness workshops for students.

Institution Innovation Council (IIC) is established as per the guidelines of ‘MoE’s Innovation Cell (MIC)’ in the year 2019 to create a vibrant local innovation ecosystem and start-up supporting mechanism for scouting and pre-incubation of ideas. IIC promotes and supports Research, Innovation, and Entrepreneurship among students and faculty and adds value for both social and economic growth. This cell is actively involved in organizing and conducting seminars, workshops, field trips, project exhibitions, entrepreneurship boot camps, Idea competitions, etc. for its students and faculties.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response:

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
24	18	28	28	31

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document
Any additional information	View Document

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response:

File Description	Document
Any additional information	View Document

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years

Response:

3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 120

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

Response: 26

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
77	85	84	49	44

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

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
45	45	53	65	46

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response:

File Description	Document
Bibliometrics of the publications during the last five years	View Document

3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response:

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

3.5 Consultancy

3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response:

3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
9.55	40.34	13.28	23.55	15.32

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View Document
Any additional information	View Document

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

Response:

3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
14.34	0.53	0.73	0.84	0.42

File Description	Document
List of training programmes, teachers and staff trained for undertaking consultancy	View Document
List of facilities and staff available for undertaking consultancy	View Document
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View Document
Any additional information	View Document

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community,-sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

E.G.S Pillay Engineering College with its vision and mission emphasizes social values to groom the students as socially responsible members of society. To achieve the same, the college allows students to enroll in extension programmes like NSS, YRC, and Red Ribbon Club. Students are cognized of social issues through various awareness programmes like road safety, national science day, world cancer awareness day, AIDS awareness, national consumer day, energy conservation, cybercrime, self-defense, disaster reduction herbal awareness, environmental protection, health and hygiene, and anti-plastic campaign. The students participate in the Swachh Bharat campaign, corona injection camp, and health checkup camp initiated by the Government of India. They actively involve themselves in tree plantation, free medical camps, free eye screening camps, and blood donation camps, to serve the neighborhood community.

Under the guidance of the Red Ribbon Club, students donate around 100 units of blood every year. Rare blood groups are identified and donated in an emergency. Our students wholeheartedly participate in blood donation events and the mass participation shows their inner values of harmony and mercy. Students also participate in various patriotic events with enthusiasm, be it celebration of Independence Day, Republic Day, and voter's day. College as well as department clubs organize regular activities on social and environmental issues including seminars, tree plantation drives, invited talks by social figures, orientation programs, Yoga day celebrations, etc. Such events witness the mass participation of our students.

Other than NSS, YRC, and RRC units, the various departments of the college is conscious of their responsibilities for shaping students into responsible citizens of the country by making students aware of social issues through various programmes like Environmental Awareness, Personal Health and Hygiene, Diet awareness, Road Safety, Tree Plantation, Soil and Water Testing, Plastic eradication, and Health check-up camps, etc. All these mentioned activities have a positive impact on the students and they developed student community relationships, leadership skills, and self-confidence of students. It also helped in cultivating the hidden personality of students and created awareness among students.

File Description	Document
Upload Any additional information	View Document

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	02	02	02	00

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document
Any additional information	View Document

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
20	22	23	20	15

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response:

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
1485	1254	1284	1150	800

File Description	Document
Reports of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Response:

3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

2021-22	2020-21	2019-20	2018-19	2017-18
192	108	135	107	115

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

Response:

3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
17	05	02	02	15

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The campus is located in a sprawling 22.78 acres of lush green with a builtup area of 58457.12 sq.m. The campus includes peaceful and relaxed environment for learning. The open space is around 16 acres, that provides good ventilation. There are 5 academic blocks that cater to the needs of teaching-learning process and the co-curricular activities as detailed below.

- All classrooms are well ventilated and equipped with ICT facility
- Smart classroom and seminar halls with ICT/AV facilities to enable the students with flipped class and blended learning. To provide practical exposure, all departments are equipped with state-of-art laboratories, project and Research Laboratory.
- The laboratories are upgraded periodically to cope with new curriculum and current requirements.
- Centres of excellence to enhance the competency in specific domain with Industry Trained Faculty are provided.
- Language laboratory with an area of 132.85 sq.m and computer systems is available to enable students to excel in all four skills LSRW of the language.
- To protect the entire network without spamming, Malware and Trojans attack, SONIC Firewall Security Appliance with Xtreme Protection Firewall has been installed.

Library Resources

The central library covers an area of 1215 sq.m and functions from 8 A.M to 6 P.M and is equipped with 21261 titles and 53737 volumes, Magazines, Online and Offline Journals and periodic sections are also available with OPAC facility. Each department has its own department Library for the benefit of faculty.

Computing Facilities

Each department has separate computer laboratory with adequate number of computers, LAN and Wi-Fi facilities. There are 852 systems connected to internet with a bandwidth of 310 Mbps. In order to support ICT based teaching and learning, all blocks are equipped with Wi-Fi facility. A separate data center with high end Blade and Rack Servers to store and share the pool of data related to academics. The college is separately having a high voltage line(LT of 700KVA). To run all the computing machines with uninterrupted power, a total 480 KVA UPS systems is available separately for different laboratories. The entire campus has also equipped with 760 (380*2) KVA capacity of power generator, in order to run without power interruption.

E-Resources

Study materials and videos lectures are posted for all subjects in the Google Classroom which would help the students for their learning process. Assignments, Online tutorials and quizzes were conducted using Google Classroom.

File Description	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

4.1.2 The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)

Response:

In addition to Teaching Learning, the institution also focuses on the extra-curricular activities such as sports & games and cultural activities. In order to ensure the health and fitness of students, faculty and staff, Gym and Yoga centres are also provided in the campus.

- The institution has a playground with standards 400 m track, and outdoor games-football, Cricket, Hockey, Volley ball, Tennis, Basket ball, Kabaddi etc.
- The indoor stadium with an area of 1294.58 sqm provided with facilities for table tennis, Shuttle cock, Basket ball, Carrom etc..
- The ultra modern gym in the indoor stadium facilitates students (Boys&Girls) to maintain their fitness.
- To have the inner peace, a yoga centre and meditation hall is available with 133.33 sq m for students and faculty.

Adequate budget is allotted for maintenance of sports facilities, procuring sports kits and participating in extra mural competitions.

NSS:

College has an NSS unit of 100 students. Various socially relevant services are provided by NSS students like blood donation camp, counter checking of pulse polio drive, adult education etc.

Facilities for cultural activities:

- Musical instruments like keyboard, guitars, drum set and Audio system with a 92.90 sqm for practice
- Dance room is equipped with floor mat and AV System .
- A Separate music club is functioning and is called as Sangeet Mela.

Health and Hygiene:

- The college specially takes care of the health and hygiene of the students, faculty and staff. Proper arrangement of drinking water is available everywhere in the college campus (R.O. purified drinking water).
- The first aid box is also there for the treatment of sick.
- The institution has tie up with our own and government hospital in emergency needs and Ambulance is available for 24*7 hours in the campus, run by the management.
- Medical facility with Doctors is available in the Hostels.

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document
Paste link for additional information	View Document

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

Response:

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 80

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
412.64	160.4	342.97	305.42	301.73

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

The Central library was established in the year 1995 and Integrated Library Management System (ILMS) software for the College Library is available since 2002. The Central Library is fully computerized, well equipped with modern facilities, resources in the form of books, printed and electronic journals, CD-ROMs, on-line databases, project reports, etc. Open Access System is being followed to access the books and journals.

Name of the Software: AutoLib Software

Nature of Automation: Full

Version: 7.2

Year of Automation: 2002

Presently it has changed to **CMS** (College Management System) from 2022

Nature of Automation: Full

FEATURES OF SOFTWARE:

- Member Management (Students and Staff)
- Circulation.
- Book Stock master
- Non-Book Materials entries
- Back Volume Entries.
- Periodical/Magazine and Journals maintenance.
- Subscription entries.
- Renewal Management.
- Overdue Charge management.
- Reports production.
- Image clipping management.
- User rights management to apply security in library activity by librarian.
- Stock Verification Process.
- Failed Hits Observation from OPAC in book purchase
- Book purchase Bill Management.
- Final Year Due Clearance. Data designed as data ware house manner. i.e no data are deleted
- Complete Library Activity are stored as History.

LIBRARY SERVICES AND FACILITIES

The library has a key role in supporting the academic activities of the institution by establishing, maintaining and promoting the following library and information services, both quantitatively and qualitatively.

- Fully computerized bar-coded circulation services (Issue and Return of books)
- Online Public Access Catalogue (OPAC) at the library for search of books and other academic materials of the library such as CDs etc.,
- On-site use to Textbooks, Reference books Back volumes and Print / Online journals inside the library
- Reference services (Encyclopedia, Dictionary, Yearbooks, Handbooks and Previous year question papers)
- Online full text access to International journals
- Reprography (Xerox, scanning, print-out)
- Open Access System
- Bar-coded User Entry System
- Inter library loan service
- CCTV surveillance system
- 60 Computers with Head phones and Mikes are available in the Digital Library section with high speed Internet access facility to access the DELNET, NPTEL, E-books and IEEE ASPP online resources
- Display of information regarding new arrivals
- Internet with Wi- Fi

DIGITAL LIBRARY

Digital Library has materials around 6620 of all disciplines including sources like GRE, GMAT, TOEFL, ISI codes etc in the digital format. In addition, 435 Audio and Video Cassettes are available in the department Libraries. It provides a number of Online Electronic Database like IEEE, ACM, ASME and ASCE online CD-ROM databases.

VIEW REPORTS

Various reports like Books issued, returned, newly added and pending dues can be generated on daily basis from ILMS.

STOCK VERIFICATION

This helps in annual stock verification; the manual process is replaced with ILMS. Stock verification using barcode technology with library automation software is easy to use moreover it reduce, the labor, cost and eliminates the typing errors. Since there is no manual procedure involved, the verification report generated by the system is accurate and reliable.

File Description	Document
Upload any additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response:

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	View Document

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
19.01	9.81	15.48	23.11	17.96

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response:

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

Response: 210

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating

its IT facilities

Response:

Computer System Facilities

There are totally 852 desktop systems available and maintained with almost zero downtime in the campus with constant up-gradation. In the year 2021, 500 Intel core i5 desktop systems were purchased at a cost of Rs.1,80,00,000/-. Every year lower end configurations and obsolete systems are periodically replaced.

Internet and Networking Surveillance Facilities

The institute has well-structured IT facilities with 310 Mbps bandwidth for 24x7 connectivity. The institution has wired and Wi-Fi hotspot at prominent locations -wireless connectivity for use of students and faculty members across the campus including the hostel. Adequate budget is allotted for carrying and maintenance of the IT Infrastructure. These are connected through 1 Gbps LAN OFC connections with TCP/IP backbone. Networking distribution switches were upgraded. To increase surveillance area of the campus additionally 294 cameras with NVR and DVR were installed.

Wi-Fi Facilities

Wi-Fi access points are available in all parts of the campus including hostels, enabling the students to access the learning materials and the Internet uninterruptedly. During the last five years 35 Wi-Fi access points are upgraded from 802.11ap standard to 802.11ac standard and 15 newly installed in various academic blocks. Three-way Wi-Fi protection are used via IP restriction, MAC- binding & WPA/WPA2 password encryption.

Software Up-gradation

Firewall license was renewed at every year. College has Microsoft campus agreement which is renewed every year to enable the students to work and develop projects using Microsoft related tools and technologies. Department specific software were purchased and renewed every year.

Server Facilities

To cater the needs of IT facilities of academic community of the institute, a DELL Power edge R740 GPU server with higher processing speed and ubiquitous capacity was established in the year 2019. In addition, 2 numbers of Lenovo Think Server, Model: ST550, Intel Xeon E5-2609, v5, 5520 (1.7GHz) as a campus server and COE server with unified storage was established in the year 2017.

Information Technology Enabled Services (ITES)

A separate Information Technology Enabled Services (ITES) team with in-house staff is constituted to take care of the IT & related needs of the campus such as Hardware & Networking, Email solutions, Software solutions, etc. We have dedicated helpdesk of 13 member technicians to address the computing and network issues. The campus network and its active components are administered, maintained and controlled by ITES. ITES operates the campus network such that service levels are maintained as required by the Institute departments, and hostels served by the campus network within the constraints of operational best practices. Information and network security is provided through firewalls to manage

misuse of IT services provided. The mail services inside the college are configured to block spam and malicious attachments. Backup procedures have been established and carried out on the college servers to handle risk of information loss. Separate 'Data centre' has been provided for IT service management. Security updates are carried out regularly. The system administrator's team (SAT) monitors attacks on the network/systems. The websites with unsecured contents are blocked to prevent the risk of access to untrusted websites.

Budget allocation for IT infrastructure work:

SL.No	Academic Year	Allotted Amount (in Lakhs)
1	2021-22	198.25
2	2020-21	45.76
3	2019-20	15.23
4	2018-19	13.14
5	2017-18	10.33

File Description	Document
Upload any additional information	View Document

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

Response:

File Description	Document
Upload any additional information	View Document
Student - computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution.

Response:

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

4.3.4 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response:

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

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
358.9	148.5	567.9	628	143.4

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

- The Institution has established systems and procedures for maintaining and utilizing physical, academic and support facilities such as Laboratories, Computer Systems, Sports facilities

etc.

- The maintenance of various facilities are carried out by the respective maintenance committee and hands of the department/sections, with the support of estate officer/housekeeping. Staff on daily basis and periodically. Necessary care has been taken to keep the equipment and machines in working conditions. In case of break down standard procedure is followed to bring this in working condition. Supervisors and technicians are appointed to monitor and maintain physical facilities and housekeeping.

Maintenance Committee

- The Institution has a separate Maintenance Committee that oversees the maintenance of buildings, classrooms and laboratories. The maintenance officer conducts periodic checks strength and small damage occur.
- Adequate in - house staff are employed to meticulously maintain hygiene, cleanliness and infrastructure in the campus so as to provide a congenial learning environment. Classrooms, Staffrooms, Seminar halls and Laboratories, etc are cleaned regularly. Wash rooms and rest rooms are well maintained. Dustbins are placed in every floor. The Green Cover of the campus is well maintained by a full time gardener.
- Civil maintenance team is involved in the maintenance of building facilities. This team looks after the regular maintenance of civil works such as furniture repairs, masonry and plaster works, painting, carpentry and plumbing. Housekeeping staff look after the maintenance of rest rooms, approach roads and neatness of the entire premises. Housekeeping services are regularly executed and monitored.

Laboratory Maintenance

- Heads of the Department in consultation with the lab in-charges and technical staff oversee the maintenance of the academic facilities pertaining to their laboratories, workshops and classrooms. Calibration of the meters and equipment is done by third-party companies on regular basis, to ensure accurate reading for the experiments conducted in the laboratories.

Electrical Maintenance

- The electrical maintenance section is headed by the HOD/EEE. A senior in professor in the electrical department is supported by electrical team in the campus with the help of Electrical Engineer, Supervisor and Electricians.
- This section take care of Installation of new electrical appliances, electrical maintenance of .The Earthing contains Power plant and power consumption of all electrical systems are periodically checked to ensure safety of personels.

Computer Maintenance

- Computers are maintained in the Institution by a team called ITES under the supervision of HOD/CSE. This division provides the integrated IT services like smooth running of automation, upgradation and maintenance of automation package, institution website, biometric services, troubleshooting of hardware, networking equipment's including internet connectivity, procurement of hardware, software and CCTV.
- Laboratory assistants under the supervision of the System administrator maintain the efficiency

of the computers and accessories in the institution.

Transport Maintenance

- The buses are covering all the routes of 60km radius from college for the use of faculty and students. The Emergency Van(Ambulance)is available in the institution with round the clock for students and faculty at the time of emergency.
- Separate workshop is available for the maintenance of buses and other vehicles.

Library Maintenance

- The Library is headed by a librarian and supported by the assistant librarian, supporting staff (Senior and junior clerks) for Journal and Reference sections. In addition to the above staff, juniors Assistants and attenders will help the students for searching and lending of the books in the library. The books are maintained by rebounding the books. The book volumes of journals are bound periodically for further use by faculty and students.

Physical Education Department Maintenance

- The Physical education department is facilitated by the physical director to educate the students in sports and fitness. The marker in the physical education department makes the playfield ready for the students, by marking the ground and providing the play kits.

Security Maintenance

- The Security of the institution is taken care by the Security Head. He is supported by a Security officer and the sergeant. Security officer assigns the duty to the security guards to control and monitor the institution and its premises.
- The institution is fully equipped with CCTV surveillance camera, where security officer's monitor frequently in-order to avoid any unnecessary incidents.

Solar Energy System Maintenance

- The Institution has provided clean and green energy. Provision of Solar Energy system installed on roof of the institution which meets the electricity demand of institution about 120kw. This energy is used as power backup supply during power cut from electricity department. Solar Energy Power Plant and use of Solar Energy further helps in reduction of the Carbon Footprints. and the solar power systems are periodically maintained.

RO Maintenance

- In the institution, drinking water is purified by modern treatment technology using Filtration, Ion exchange and Reverse osmosis. R.O. plants are in operation to cater the drinking water needs of all the students, staff members, supporting staff and the visitors.

Sewage Water Maintenance

- Sewage water treatment plant in available in the institution with an input of 1.5lks Ltrs/day

and output of 11akhs Ltrs/day which is used to maintain greenery of the institution.

Fire Protecting System Maintenance

- Fire Fighting/Protecting System is mounted/installed all over the blocks, where Fire extinguishers and wall-mounted fire hose reels with dry risers are maintained every two years and all other fire safety equipment are maintained as per the norms, and the extinguishers are visibly checked and used extinguishers are replaced with new one immediately. Also all the computing laboratories are fitted with smoke sensors/detectors to avoid firing from the power cables.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
2595	2304	2476	2343	2562

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
1030	782	583	340	330

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freships besides government schemes in last 5 years	View Document
Institutional data in prescribed format	View Document

5.1.3 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. Awareness of trends in technology

Response:

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
3102	2812	2760	2376	2049

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

5.1.5 The institution 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:

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
591	696	636	597	565

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch).

Response:

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 74

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document
Any additional information	View Document

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
34	47	20	21	30

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

2021-22	2020-21	2019-20	2018-19	2017-18
45	47	20	26	37

File Description	Document
Upload supporting data for student/alumni	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	View Document

5.3 Student Participation and Activities

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	18	109	91	22

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

The Institution opens its various platforms to students of different departments and different years. Their representation in planning, decision making, and administrative committee improve their leadership skills and nurture their potential to the fullest for personal and collective growth and development. The empowerment in the above three crucial roles sets them on a path to excellence and the academic ambience is conducive to the all-round growth of students. The joint efforts of students, faculty, staff and management add momentum to the Institution's growth. The students' representatives are spread across various cells, clubs and committees and work in close association with the Institution association's core and disciplinary committees.

Student involvement in the Department Advisory Committee increases their responsibilities in the developmental measures of the department and that of the Institution. Their participation in Class Committee Meeting, Grievance Redressal Cell, Anti Sexual Harassment, Anti-ragging committees guarantees them viable platforms to address and solve their personal issues amicably. The Anti-Sexual Harassment Cell, and Grievance Redressal Cell are vigilant in sensing gender menace in any form and are quick to adopt practical measures in gender sensitization and abolishment of sexual harassment. They host awareness sessions on prohibiting, preventing and banning raging menace on and off campus in line with AICTE and UGC regulations, Supreme Court directives and State acts. The Hostel and Canteen Committee monitor the quality and hygiene aspects of food and invite feedback from peers. The vibrant student participation in Professional Bodies-ISTE, IEEE, Alumni Association, Training and Placement & Higher Studies empower them to be job-ready through their intensive career development programmes.

Cultural Committee and Sports Committee cater to their personal values like leadership, comradeship, sportsmanship and celebration of togetherness. Training and Placement Cell empowers them on a regular basis to be job-ready through their intensive career development programmes. R&D, IIC, EDC Cell, and IPR imbibe in them reflection, research and reference competencies, and, sharpen their abilities by tuning themselves for career and life. The Women Empowerment Cell, YRC, RRC and NSS units inculcate in them social responsibility, ethical values and service in improving the social and economic well-being of the neighboring rural communities. The student members of all these bodies work in collaboration with the respective faculty teams for the holistic health of the academic and the civic community in and around the campus vicinity.

File Description	Document
Paste link for Additional Information	View Document

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response:

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
11	9	8	11	14

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

E.G.S. Pillay Engineering College and its Alumni association jointly believe in creating and maintaining association with its alumni. The Alumni Association provides an interface for establishing a link between the alumni, staff, and students at the institute. E.G.S. Pillay Engineering College alumni are currently

working at various positions all over the globe and proving their mettle in all spheres of management. The purpose of an Alumni association is to foster a spirit of loyalty and to promote the general welfare of organization. Alumni associations exist to support the parent organizations goals, and to strengthen the ties between alumni, the community, and the parent organization. Our Alumni Association works for the overall development of students as well as the institution. It helps our institution in terms of academics, placements of students, career guidance and technological guidance. It has been duly registered as a Society under the Societies Registration Act. Some of our alumni are industrialists; they share their knowledge and expertise with the students. Provide guidance on job career and technical skills from the experts of various fields to the students. Alumni Association provides information about the job opportunities available in their fields.

They impart their experience with students by arranging motivational lectures. The member of the Alumni association contribute in the following manner · Feedback on curriculum · Teaching learning process · Bridging the gap between industry and academia · Important suggestions about changing trends about business and industry · Interaction and mentoring the students.

Alumni Association of E.G.S. Pillay Engineering College is functioning from the year 2000; EGSPEC Alumni Association maintains a life-long connection between the Institute and its alumni. The Alumni Association works to connect alumni for supporting current students and build an unforgettable Institute experience through a diversity of events, programs and services. EGSPEC Alumni Association was registered under Tamilnadu Societies Registration ACT,1975 and the Registration Number of the Alumni Association is Reg.No. 43/2015

The mission of the Alumni Association is to create the strong bond between the alumni and the Institute, to keep alumni informed, and creates a network enabling them to remain engaged through the Association's programmes, Alumni Meet and knowledge sharing. Joining in EGSPEC's Alumni Association is one of the easiest ways to reconnect with the Institute, and which serve as a launch pad for further activities. Alumni Association conducts events every year to keep the alumni and institute relationship by bringing interaction between current students and alumni.

Alumni meet is conducted in every year by the Alumni Association in the meeting alumni members discuss about Alumni Activities for that year such as to guiding EGSPEC students to select their career path, developing their skills, and encouraging students to participate in the co-curricular activities. Alumni Interaction meetings are regularly conducted in the department also. Alumni members are invited as representative for academic council, board of studies and department academic advisory committee meetings for curriculum and syllabus framing, bridge the gaps between industry and academics.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

File Description	Document
Any additional information	View Document
Link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

Response:

E.G.S. Pillay Engineering College follows its vision and mission to serve better for students. The institute mission statement describes the Institute's distinctiveness by addressing the needs of the society, students, institute's value orientation, and vision for the future. The institution charts out its strategic plan based on its vision and mission for ten years and effectively implements it.

Vision: Envisioned to transform our institution into a "Global Centre of Academic Excellence"

Mission:

1. To provide world class education to the students and to bring out their inherent talents
2. To establish state-of- the-art facilities and resources required to achieve excellence in teaching -learning and supplementary processes
3. To recruit competent faculty and staff and to provide opportunity to upgrade their knowledge and skills
4. To have regular interaction with the Industries in the area of R&D and offer consultancy, training and testing services
5. To establish centers of excellence in the emerging areas of research
6. To offer continuing education and non-formal vocational education programmes that are beneficial to the society

The institution ensures decentralized and participatory governance. It emphasizes on collaborative administration by incorporating all its stakeholders. The Governing Body encourages decentralized, participative and collaborative administration by involving all its stakeholders' active contributions for the development of institution. The Governing Body delegates its authority to the Chairman and the Secretary of the institution for making decision. The Governing Body periodically monitors the decision on budget, admission, teaching-learning process, and general administration. The management recruits the talents of the teaching and non-teaching staff in taking up various administrative and academic responsibilities and appoints them as officials that include Principal, Director-Academic, Director-Research, Director-IQAC, Controller of Examinations, Chief Librarian, Heads of various Departments, and Coordinators of different cells. IQAC plays a major role in preparation of strategic plan and its implementation by consolidating the objectives and goals of all the departments. Policies regarding academic, curriculum development, administration, research, finance, infrastructural development, extension, co-curricular and extra-curricular endeavors are perceived, planned and implemented.

The Principal and the faculty members plays a vital role in devising policies and action plans are prepared for reaching the mission of college, propagates the vision and mission to all the stakeholders and involve them in establishing the policy statements. The Principal reviews the outcomes from the implementation of action plans through meetings with HODs and functional committees. The management takes review of quality policies and makes amendments in quality policies if required. The senior faculty members are

nominated as members of various academic and administrative bodies such as Governing body, Academic Council, Board of Studies (BOS), Domain Coordinator, and Course Coordinator. Students also take part in the governance of the college through effective representation of various associations, committees and cells. The college organizes seminars, workshops, conferences and interactive forums for the students to enrich their knowledge and skills.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

E.G.S. Pillay Engineering College supports and practices decentralization in all administrative and academic endeavors to develop the institution by giving importance to all the stakeholders. The institution has various academic and administrative committees to ensure the smooth functioning of the college. The participative management of our college believes in decentralized leadership at every level of administration and a robust structure has been established to sustain and improve the quality of education. The following committees help the institution implement decentralization and participative management effectively.

Governing Body

Governing Body is the apex council in this college to monitor the various institutional activities. It provides the final approval and ratification of all academic and administrative matters. Governing Body is responsible for planning and policy development, institutional budget, academic and research growth of the institute and other societal-outreach activities.

IQAC Autonomy

The IQAC is a part of the institution’s system and works towards the realization of the goals of quality enhancement and its sustenance. The IQAC ensures the effective implementation of quality initiatives through continuous reviews and periodic meetings. Director-IQAC regulates the institution activities, conducting meeting with various department level IQAC coordinators, improving the quality of institution by conducting various programmes.

Administrative Autonomy

The decentralization of authority allocated to Principal and all other faculty members, Head of the Department, Research and Development, Training and Placement, various clubs, committees for effective implementation of the strategic plan. The Principal gives guidelines to the departmental heads to prepare the annual departmental budget. HOD prepares a consolidated report in consultation with faculty members,

and submits it to the Principal for approval.

Academic Monitoring Committee

Academic Monitoring Committee focuses on academic calendar, monitoring the syllabus completion, maintenance of course file and improvement of standards of teaching, research and training.

Finance Autonomy

The finance committee reviews the funds received and providing guidance to generate fund through R&D, Consultancy, and other relevant areas to support vision and mission of the institution.

Academic Autonomy

The Department Academic and Advisory Committee (DAAC) propose the revision of syllabus and the addition of new course to the Board of Studies (BoS) for further clarifications and suggestions.

Examination Autonomy

The Controller of Examinations (COE) has the authority to disseminate exam schedule, issue hall tickets, and conduct examinations, evaluation of answer scripts and declaration of results. The qualified students list will be forwarded to Anna University for the award of degree certificates.

Student Autonomy

Individual responsibilities consigned to students as class representatives, peer mentoring the juniors and contribution for co-curricular and extra-curricular activities.

Case Study: Curriculum Design and Development Process

Department Academic and Advisory Committee (DAAC)

The DAAC advises to improve the existing courses of the curriculum and syllabus according to the technological advancements and market changes.

Board of Studies (BoS)

The BoS discusses the regulations, curriculum and the syllabus with the experts, reaching conclusions and forward the report to the Academic Council for further approval.

Academic Council (AC)

Academic council approves the Curriculum and Syllabus, Credits assigned to the Programme, End semester result analysis, etc.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Link for strategic plan and deployment documents on the website	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

E.G.S. Pillay Engineering College has developed a Strategic Plan for the successful accomplishment of the Vision and Mission. To facilitate continued excellence and leadership in our mission, this Strategic Plan has been developed as a guide envisioning our future priorities in 2016. This Strategic Plan defines the objectives and strategies that will build towards the goals outlined. This plan helps the institution meet out the internal and external environmental requirements. The institution has constituted a committee to establish and implement the Strategic Plan for ten years (2016-2026). The long term goals envisioned in 2016-2026 are

LONG TERM GOALS (2016-2026)

1. To transform as “Global Centre of Academic Excellence”
2. To develop the institution with modern Infrastructure
3. To increase the number of faculty with PhD qualification
4. To motivate students to become entrepreneurs
5. To integrate with Foreign/National institutions research organizations
6. To establish collaborative laboratories with the support of industry
7. Uplift the society through strengthening the Social Activities

Case Study on Strategic Plan

Research is the backbone of any institution. The college has exclusive Research Committee which supports and encourages the faculty members to complete Ph.D, send research proposals and publish research papers. The following are the steps taken by the institution to promote research activities.

Research Policy

1. Incentives of Rs.25000/- provided to the faculty members to publish research papers in SCI/SCIE

journal

2. Incentives of Rs.7500/- provided to the faculty members to publish research papers in Scopus journal UGC and WOS.
3. Incentive Rs 25000/- provided to the faculty members for book publication with ISBN as the first author for international publisher
4. Incentive of Rs 15000/- provided to the faculty members for book publication with ISBN as the first author for national publisher
5. Incentives of Rs.5000/- provided to the faculty members for book chapter publication and Incentives of Rs.50000/- for patent awarded.
6. Proposals will be verified by the experts before submitting to the funding agencies
7. Financial support given to the faculty members to take part in conference, workshop and seminars.
8. Additional allowance for the Ph.D completion faculty members

The research policy is successfully implemented and made many of the faculty members to complete their research work on time, published papers in reputed journals, participated and presented research papers in conferences, etc.

Roles and responsibilities of Research Coordinators Committee

The Research Coordinators Committee is constituted with Principal as a Head, Research Director and the Senior faculty members of the institution. The major objectives of the Research Coordinators Committee:

- Encourage faculty to complete Ph.D.
- Encourage faculties and students to collaborate other colleges and industries to carry out innovative research and projects.
- Conduct international conferences/symposia and pre conference workshops to upgrade knowledge.
- Motivating faculty members to publish research papers in SCI/SCIE/ Scopus indexed journals.
- Encourage faculty members to innovate new design and products for patents and copy rights
- Motivate faculty members to get project funding from government and non-government organizations.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Link for Strategic Plan and deployment documents on the website	View Document

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

Response:

The College supports participative management at various levels. Participative management enables all the

stakeholders including management representatives, principal, staff and students to involve in the process of problem analysis, strategy development, and solution implementation. Management representatives involve in enhancing quality and welfare aspects of the college. Principal drives all the academic and non-academic activities through HODs and faculty members. Administrative and academic committees are formed in which students and faculties play a vital role in decision making process. The management is also open to the ideas and suggestions given by the faculties for implementing the framed policies. The institution encourages the concept of decentralization and actively pursues the implementation in the overall schema. HODs have privileges in proposing the budget, framing timetable, subject allocation, assigning department coordinators for various committees, conduction of national/international conferences, organizing seminars and workshops, arranging Industrial visits, In Plant trainings and help in manifesting the vision and mission.

Functioning of the various institutional bodies:

A hierarchical sets up is established from top management to down the level clearly demarking the duties, responsibilities, accountability and authorities at every stage. The institution has a Governing body to monitor and achieving the vision and mission of the institution. The college has devised policies and procedures to achieve the organizational goals and objectives

Administrative Set-up

The Principal is the Head of the Institution, who guides, directs, motivates the faculty members through the Head of the Departments. Proper communication channel is ensured to complete the academic work on time. Any discrepancies found in the department while implementing the academic task which will be forwarded to the knowledge of Principal for final action.

Academic Bodies

As an Autonomous institution, the curriculum and the syllabus are proposed for approval in Board of Studies and Academic Council which monitors the implementation of the theory and practical courses, industry related courses and improvise the regulations whenever it is required through amendments.

Statutory and Non-Statutory Committees

As per the AICTE/UGC norms the statutory and non-statutory committees are constituted with the suitable faculty as coordinator to operate the committees effectively. Any issues related to the stakeholders of the institution will be resolved by the committee members.

Staff Appointments

Based on the norms prescribed by the AICTE/UGC and Anna University, the staff members are recruited as per the Student Faculty Ratio. The Principal of the institution receives the potential applicants' resumes and forwarded to the HOD for scrutinizing. The candidate will be invited for attending the interview. The selected candidates list will be forwarded to the Governing Body for final approval.

Service Procedures

The institution has a clear service rules and procedures which help the employees to understand the

administrative set up. The Principal of the college framed the service rules and procedures in consultation with Management, members of Governing Body and as per the directions of UGC and AICTE. Services rules are displayed in the college website to aware the faculty members.

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

6.2.3 Implementation of e-governance in areas of operation

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

Response:

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format	View Document
ERP (Enterprise Resource Planning) Document	View Document
Any additional information	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

Response:

The growth of the institution depends on the protection and satisfaction of the employees. So the institution effectively implements the welfare schemes for the teaching and non-teaching staff. The college makes arrangements for availing all the government schemes such as employee's provident fund, permission to pursue part time PhD, permission to attend faculty development programmes, transport, medical facility, maternity leave, tuition fee concession to the children, conference and training support, salary advance/ loan facility, etc.

Employees Provident Fund: The faculties are given PF benefits right from the day of their joining in the

college. This is done as per requirements by AICTE and keeping in view the financial safety of employees or their dependents.

Avenues for Career Development and Progression:

- Seed money is provided for faculties to encourage them to undertake research projects and publishing research papers in reputed journals.
- Orientation programmes, workshops, and faculty development programmes for teaching and non-teaching staff are conducted regularly to enrich their knowledge.
- Incentive in the form of salary hike for the faculty for completing their PhD degree.
- Various other training programmes such as writing research paper and proposals for teaching staff to enrich research activity among the faculty to pursue PhD programs, training on computer fundamentals for non-teaching staff, waste management, operating fire extinguisher training for maintenance staff are conducted regularly.
- Faculty members can avail facilities related to computers, laboratories, library and internet for their higher studies purpose
- The library is opened from 08.00 am to 06.00 pm

Financial Support

- Financial support is provided to attend workshops and conferences both at the national and international level.
- Salary in advance and interest free loan facility is available.
- Maternity leave is provided with half salary.
- Medical leave and ESI facility is also available.
- Incentive is provided for faculties who published their research papers in reputed journals.
- Financial support is provided to apply patents and copy rights.
- Seed money is provided to the faculty members to motivate their research thirst.

Cater to Emotional Needs

- Staff grievance redressal cell to address the issues and grievances of the staff
- Availability of full-time professional counsellor for both staff and students
- Faculty members can meet the management in person and share their grievances directly

Other benefits

- Faculty members stayed in hostel can get food in subsidized cost.
- Indoor games facility for the staff to relax and to refresh physically and mentally
- Concessions given to faculty members using college transport facilities
- Tuition fee concession is provided to the children of the teaching and non-teaching staff.
- Quality food served in the canteen for both staff and students
- Medical insurance provided to all the faculty members

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
117	101	114	94	92

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	20	18	10	21

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Reports of Academic Staff College or similar centers	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
171	146	74	98	120

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institution has developed a system to evaluate the financial performance. The Institution conducts internal and external audit every year to make sure the financial position is sufficient to run the organization effectively. The internal finance committee conducts financial audit once in a year. The

finance committee audits the income and expenditure of the institution and forwards the financial compliance report to the management through Principal. The institution has an agreement with the external agency to verify the financial transactions.

Execution of the Internal audit

The finance committee use to verify all the vouchers, bills, purchase details and cheque details regularly. All the expenditure details come under different categories are verified thoroughly. If any changes observed, it will be informed to the Principal for further action. During the internal audit, the accounts are regularized to obtain confirmation for the credit balances, to collect documentary evidences in respect of payments, compliance of TDS and Statutory Formalities. In case of double entry in any account, it will be rectified during the audit. The copy of the audit report is submitted to the Principal.

Execution of the External Audit

The institution financial transactions are audited by Shri S.Kumaravelu, Chartered Accountant regularly. The auditor gives directions and suggestions in Governing Body about the income and expenditure of the college. Any inconsistencies on the fund utilized will be clarified by the finance committee to the auditor.

Income Details of the Institution

The primary sources of income generation for the institution is collection of fee from the students, Post metric scholarship for SC/ST students, grants received from research funding agencies/ consultancy services and fund from non-governmental agencies.

Evaluation of the Expenses

- Verification of the revenues and expenses occurred in the operations of the institution
- Depreciation of fixed assets like building, college buses, machines in laboratories and so on.
- Recurring expenses such as salary, electricity, internet charges, maintenance cost, stationery, other consumable charges etc.,
- Non-recurring expenses like lab equipment purchases, furniture and other development expenses.
- Contribution to PF, TDS and ESI
- Check the transactions and vouchers with reconciliation account
- Once the entire transactions are verified, the finance committees prepare ledger, balance sheet and Income and Expenditure statements.
- Finally the auditor verifies and issues the audit report

Procedure for handling audit enquiries

Clarifications regarding the entries in the financial statements will be explained by the finance committee within 15 days of auditing. Such details will be confirmed with the management by the auditor, the filing of returns occurred in the Income tax department. All these mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline to avoid defalcation of funds or properties of the institution at all levels. The audited statement is duly signed by the authorities of the management and chartered accountant.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
16.97	2.25	18.4	20.395	8.859

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual statements of accounts	View Document
Link for additional information	View Document

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

Response:

The institution has proper financial structure that utilizes the financial resources for various purposes of academic, administrative and infrastructure development.

Finance Committee

The financial decision of the institution is taken by the finance committee. Once the decision is taken, it will be forwarded to the Governing Body for approval.

The institution always monitors the effective and efficient use of available financial resources for the infrastructure development to support teaching learning process.

E.G.S. Pillay Engineering College is a self-financed private institution; tuition fee is the main source of income. Along with tuition fee, Post metric scholarship for SC/ST Students, research grants from various Government and Non-Government agencies, consultancy projects are add on resources for mobilization of funds.

These funds are utilized for all recurring and non-recurring expenditure. The institution has a well-defined mechanism to monitor effective utilization of available financial resources for the development of the infrastructure to augment academic needs.

All the administrative and academic heads along with coordinators of different cells (viz., R&D cell, placement cell, library (for the purchase of books / journals), purchase committee (for repair and maintenance cost) software and internet charges, printing and stationary, equipment and consumables, furniture and fixtures, NSS, sports, etc., will submit the budget requirements for the coming academic year.

The Principal prepares an annual budget estimate duly considering the proposals received and also the recommendations of the Principal and Management.

All the major financial decisions are taken by the institute's financial committee and governing Body. Institute adheres to utilization of budget approved for academic expenses and administrative expenses by Management.

After final approval of budget the purchasing process is initiated by purchase committee which includes all head of departments and account officer, accordingly the quotations called and purchase orders are placed after final negotiations. All transactions have transparency through bills and vouchers. The bill payments are passed after verification of items.

Respective faculty member ensures that whether suitable equipment/machinery with correct specification is purchased. The entire process of the procurement of the material is monitored by the IQAC, purchase committee and Principal. Financial audit is conducted by Chartered Accountant for every financial year to verify the compliance.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

Institutionalize Quality Enhancement activities

The institution has IQAC to enhance quality of assurance strategies insisted by NAAC. IQAC works consistently and suggesting for improving the quality of teaching and learning process effectively. IQAC

takes an utmost effort to improvise the institution in every aspects such as plan for the academic activities, organizing quality initiative programme, programme for outcome based education and enriching the quality of teaching learning process in higher education. IQAC interacts with all the stakeholders' regularly through periodical meetings and receives suggestions from alumni, students, faculty members, employers and parents for the development of the institution.

The IQAC has taken continuous action in various aspects to insist the incremental improvements in quality enhanced activities.

1. Outcome Based Education- Teaching learning process
2. Filing patents
3. Improving research projects
4. Faculty and students skill development
5. Placement and Training
6. Consultancy
7. Innovative teaching
8. Annual Academic Audit
9. AQAR submission
10. NBA/NIRF accreditation process
11. ISO certification
12. Additional Courses
13. Revisions of courses and introduction of new courses

Example: Outcome Based Education- Teaching Learning Process

The institution follows Outcome Based Education as the departments got NBA accreditation. Outcome Based Education helps us to understand the essential skills acquired by the students in the programme. There are many courses in each programme, and each course has outcome which specifies the ability attained by the students upon completion of the courses which are to be measured at the end of the programme as Programme Outcome. All the course outcomes will be compared with the Programme Outcome to check the course outcome is strongly mapped to attain the Programme outcome. Also the direct and indirect assessments are calculated to evaluate the attainment of COs and POs.

Under Direct assessment, the continuous assessment, observation of field work, internship, research projects, and end semester examinations results will be considered for calculation. For Indirect assessment, graduate exit survey, course end survey and employer feedback is used. All the courses were assessed each semester and follow up action will be taken if any course outcome is not attained. To validate the course outcome, all the examinations question papers are followed with Blooms Taxonomy Levels (BTL) stressing HOTS (Higher Order Thinking Skills). The BTL assess the students' capacity at different levels in thinking skills. Before the examinations, all the questions papers are verified by the senior faculty and the subject expert to ensure the quality of the question paper.

File Description	Document	
Any additional information	View Document	
Link for additional information	View Document	

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

Internal and External Audit System

The IQAC continuously reviews and takes steps towards quality education and inculcating quality culture among the students and staff. The IQAC has also contributed towards institutionalizing the quality assurance strategies and developed various processes as follows:

- Promote industrial involvement in academic practices by organizing industrial training, industrial visits, workshops, and guest lecturers from industry experts, MOUs, etc.
- Lesson plan and time table prepared and followed in all the programme
- Implementation of Outcome-based learning education in each program.
- Conducts various the aptitude, soft skill, and career guidance classes for students to enhance personality and employability through training and placement cell.
- Participation of college in NIRF, NBA, AISHE, ISO, and various other quality audits recognized by the state, national and international agencies.
- Promoting Research and Development activities through Research and Development cell.
- Conducting quality programs i.e., seminars, webinars, guest lectures, conferences, symposium etc.
- Establishment of various processes to take feedback/surveys from various stakeholders.
- Implementing the use of ICT tools to strengthen the teaching-learning process.
- Conducting the Board of Studies and Academic Council regularly
- Establishment of the mentor-mentee process and its effective implementation.
- To submit the Annual Quality Assurance Report (AQAR) to the NAAC.
- To institutionalize the best efforts to make the campus ragging-free and develop the discipline in the students along with the establishment of discipline committee and grievance redressal cell.
- Follows innovative technologies in teaching learning like power point presentation, internet resources. Google meet, Google forms and Google classroom used in online classes and international conferences.
- All the students and the faculty members are motivated to study courses in NPTEL and Coursera. Faculty members are encouraged to attend Faculty Development Programme to inculcate the knowledge of modern technologies in emerging fields.
- Great learning software is used to teach classes during COVID19. The students can able to access the recorded sessions at any time.
- Course materials, test marks, assignment topics were given to the students through Great learning and Google classroom.

Enhancement of Teaching Learning Process using innovative and modern technology oriented software and soft-skills assessment tools

- Skill Rack

- L&T
- Top Freshers
- E-box
- Infosys
- Corporate Connect
- Matlab
- Virtual Lab

Other than these initiatives, IQAC works on improving the teaching-learning process and supports adopting Outcome-Based Education (OBE) in all programs of college gradually. The Program outcomes, Program-Specific Outcomes, and Course Outcomes prepared by each program considering Bloom's taxonomy in collaboration with faculty, industry experts, and other stakeholders. A result-oriented, performance-based model is adopted that emphasizes accountability based on student learning. Outcome-based education aims to create a student-centric learning environment at the course level including curriculum and training. The POs, PSOs, and COs attainment is measured regularly and for low attained courses, proper action is enacted and efforts are made to improve the attainments if required beyond curriculum content and activities planned and implemented, this helps in improving the employability of students.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

Response:

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Paste web link of Annual reports of Institution	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The Institution has established its “Women Empowerment Cell”, “Internal Complaints Committee” for ensuring the upliftment of the women faculty members and students. The Institution have 98 Women faculty Members and 1071 female students. The women empowerment cell functions with a Convener and representatives from all the departments of the institute and female student representatives. The Internal Complaints Committee have women presiding officer, female and male faculty members, female student members, NGO member and lawyer. Various initiatives have been taken to promote women welfare, gender equity and safe environment for the women faculty members and the female students. Gender Equity refers to the equal and fair treatment of men and women. Gender Sensitization is the fundamental need to understand the sensitive needs of a particular gender. Gender Sensitization Awareness Program is conducted every year in a regular schedule. An annual action plan is devised which includes Awareness Programs and Competitions.

Constitution of India is made as audit course for 2019 regulation students and the course studied by all the students which helps to learn more about women’s rights, legal issues and awareness on any gender discrimination. Women empowerment cell and Internal complaint committee jointly organized awareness program on Women Health, Women Empowerment and Legal Support for Women.

The importance was given for co-curricular & curricular activities, the female students are given equal chance to showcase their potential in all areas like sports, cultural and academic. Women Empowerment cell often conducts various events and programs to bring out their hidden talents. Empowerment cell also provides Counselling assistance, mental health support and also provides fresh breathing environment by overcoming all sorts of issues related to discrimination.

Experts and notable persons of the related fields are invited as resource person to share their knowledge of gender sensitization and handling issues and challenges arising out of Gender inequality.

Specific facilities provided for women

Safety and Security

The entire campus is under CCTV camera surveillance. The classrooms, laboratories, corridors, libraries and all the common rooms and auditoriums are fitted with high configuration cameras. The female students are provided with emergency contact numbers, Mobile apps and complaint boxes are fixed in appropriate places in the campus. To ensure safety in the college transport, each college bus is allotted with one staff in-charge to ensure the safety travel of the students.

Counseling

All the female students are allotted with a counselor who will take care of the problems and complaints of

the students regarding safety, gender inequality issues. The counselor will identify the problem and persons associated with the problems and appropriate corrective action will be carried out. Apart from faculty counselor, Institution appointed psychological counselor. She helps students with physical, emotional and mental health issues to improve their sense of well-being, alleviate feelings of distress.

Common Rooms

Separate waiting rooms are provided for girl students in the campus.

Day care center for young children

The Institution have day care center for young children of the employee in the campus.

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

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

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

Response:

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

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

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system

- **Hazardous chemicals and radioactive waste management**

Response:

The institute is having well established policy and procedure for managing waste materials. The waste materials of the institute are segregated into degradable and non-degradable waste. Separate containers and bins are provided in appropriate places such as laboratories, workshops, computer centers, libraries, offices, classrooms, canteens and rest rooms. The waste materials are managed under 3Rs method. Reduce, Reuse and Recycle. There is complete ban on one-time plastic usage inside the campus.

The institute has signed MoU for waste management. The institute signed MoU with “Medicare Enviro systems” from Sengipatti, Thanjavur for Bio waste collection, “Sakthi steels” and “Ezone Technologies” from Nagapattinam signed MoU for solid waste collection and E-Waste collection respectively. Institution follows policy for Solid waste management, Liquid waste management, E-waste Management, Bio waste management, Waste Recycling System and Hazardous Chemicals Management. In the practice of Sustainable Waste Management, the Institution received District Green Champion Award. The award was honored by Government of India / Mahatma Gandhi National Council of Rural Education (MGNCRE) / Department of Higher Education / Ministry of Education in the presence of The District Collector, Nagapattinam District, Tamil Nadu for the academic year 2020-2021.

Solid waste management

The solid waste such as plastic, paper, wood, metal and glass are segregated into degradable and non-degradable waste. The garbage collectors collect the garbage's in appropriate bags, divides them according to the degradability and is sent for waste material management unit. The items that are eligible for reuse are identified and sent for reuse.

Liquid waste management

There is a well-established water recycling plant in the institute which recycles the used water. Liquid waste collected from ladies hostel, gents hostel, staff quarters, laboratories and canteen are conveyed to the waste water treatment plant and treated. The used water is filtered, purified and treated for clearing impurities and other unwanted chemicals. The water is used for watering plants in the garden and other cleaning purposes.

Bio medical waste management

Food waste helps to produce biogas. Food wastes, human excreta and cow dungs are used as feed for digester. Biomedical waste is collected separately and disposed as per the guidelines of the government.

E-Waste management

The Institution takes care in collection, storage and safe disposal of E waste. Computers, printers with accessories, telephones, mobile phones, instruments, audio, video equipment, refrigerators, air conditioners, electronic spares, cables, wires, electric accessories, used batteries, UPS are classified as E waste of the Institution. Separate room has been used to collect the E-waste from the institution. The E-Waste from the laboratories and the various departments are handled with care. The Institute signed MoU for collecting the E-Waste that can be recycled.

Hazardous chemicals and radioactive waste management

The chemicals used in the laboratories are properly labeled and the expiries of the chemicals are monitored closely. The chemical wastes are disposed accordingly following the chemical waste handling policy.

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

7.1.4 Water conservation facilities available in the Institution:

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

Response:

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any additional information	View Document

7.1.5 Green campus initiatives include:

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

Response:

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

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

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

Response:

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response:

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document

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

Response:

The institution is committed to provide an inclusive environment to all the stakeholders of the organization. There are various programs organized involving students from all cultural, regional linguistic, communal and socio-economic background. The National Service Scheme (NSS) of the institution involves in various activities that helps in providing an inclusive environment in the campus. The unit celebrates the birth anniversaries and memorial days of great leaders of various backgrounds.

The Institution promotes value concerns to be rooted in contemporary contexts like various social issues and concerns like environmental sustainability where the interest in tree plantation drives, National unity, Clean India campaign and plastic awareness are conducted. The enablement of forums for diversified interest has aided in bringing values to the life of people by building conducive environment and moral values.

Student competitions, rally etc. are conducted on this special day. Students had participated in plastic awareness program. Ever year the volunteering team of NSS and staff coordinators organized camp to clean the places like seashore, temple, public areas in villages to show the responsibility in building a clean and sustainable environment. These activities provide a framework to prioritize the values to be cultivated depending on the cultural contexts, needs, resources, background, etc. of the students.

The positive relationships are cultivated among the students, which are essential for the development of qualities such as cooperation and respect for a diversity of people and cultures that help us to live and work together. The focus is turned to humanity very recently and especially, during pandemic times the diversified students have come forward to support the needy peoples in various forms of support. The volunteering team of NSS and staff coordinators have contributed food, essential amenities like hand-wash, sanitizer, gadgets, human support, materialistic support and COVID-19 data filling support.

The institute provides preference and opportunities to other state and linguistic background students in admissions and other activities of the colleges such as cultural programs. The institute without any discrimination celebrates and arranges student cultural programs during the festivals of all religions. Every year the college celebrates the "Pongal" including participation of students from all religions. The institute offers Scholarships, free facilities and fee concessions for SC/ST candidates. The students from low

economic background are supported with extended time for fee payment, fee reduction etc. The institute runs a training academy for the students from different cultural, regional, communal and low economic backgrounds where the students are trained for various competitive exams with low fee or free coaching.

The institute celebrates Women’s Day every year. Also, it organizes Annual event like Aksharam, Sports day, Graduation Day, Symposium and Conference. The institute jointly organized cultural event with Aditya channel last year. NSS Special camp organize every year. During the camp students did many activities include Tree plantation.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

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

Response:

The institute believes in the concept of ‘Every good citizen adds to the strength of a nation’. The institute organized various program as and when required to promote the social welfare and wellbeing of the citizens. The institute has organized a “Corona injection camp” to impart the prevention measures that needs to be followed to stay away from the pandemic disease. The students through the NSS camps had participated in cleaning and Sanitization activities inside and areas around the campus. The institute adopts Swatch Bharat and supports clean India motive by various programs. The institute is the center for Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Pradhan Mantri Kaushal Kendra (PMKK). By adopting this scheme, the institute offers various skill development trainings and Entrepreneurship development for the rural background students. The faculty members are involved in organizing the programs that inculcate the rights and duties and responsibilities of citizens. The students are involved in social activities for the upliftment of the rural areas.

There is an audit course on the Constitution of India for all students. The allocated faculty member train and asses the students about the rights and duties of every Indian citizen. The Institution offers Student Induction program to every first year students before the commencement of their regular classes in the first semester. Professional Ethics course was included in the curriculum to educate the students to resolve the moral issues in their profession. Students are educated with the course Universal Human Values. Rally on constitutional responsibilities is also organized frequently to make them aware and disseminate to others about the importance of voters’ rights and their impact in selecting the right government for the country is practiced. Being the democratic country’s citizens, all are privileged to have the fundamental rights. Apart from this, the unity should be shown in exhibiting the constitutional responsibilities.

The institute celebrates World environment day by planting trees in the college campus. Students are educated in yoga and meditation which helps to improve their physical and mental health. The institute has

organized World yoga day program every year. Every year the world consumer day Programs have also been organized. In the year 2017-18, the institute received first prize in the Nagapattinam district for conducting more awareness activities. The institute promote cleanliness through road cleaning work as the part of NSS program. The YRC of the institute have organized blood donation program on National blood donation day. The Consumer club conducts awareness program through competitions like drawing and essay competition for the students. To reduce the plastic pollution, the institute banned plastic. The NSS have conducted many programs for plastic awareness. NSS conducts World AIDS awareness program every year. The institute organizes voters day awareness rally program every year. The institute promotes voter's rights through Speech, drawing and Essay competition and Miming. Road safety rules have been educated to students through Road safety awareness program.

File Description	Document
• Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document
Any other relevant information	View Document

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

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

Response:

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

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

Response:

The organization is committed to honor the great people of our nation and international personalities. The

birthday of leaders who contributed for our nation are celebrated with great enthusiasm and interest. Every year October 2nd “Gandhi Jayanthi” function is organized with various competitions to the students. The March 8th is Women Empowering day for the campus and is celebrated by organizing speech competitions, Quizzes, Physical activity competitions and motivational and awareness programs. The women empowerment cell of the institute has organized various cocurricular and extracurricular programs for the betterment of female students and faculty members. The cell constitutes with women faculty members from each department and female student’s representatives. The women empowerment cell celebrates international female child day. The cell had organized guest lectures which helps to empower the female students in their discipline. The Independence Day on August 15th and republic day on January 26th are celebrated by hoisting the national flag accompanied with various cultural programs. The institute celebrates the “Pongal” festival and other religious festivals every year. Students and faculty members come with traditional dress and competitions are conducted for students and faculty members. The festival celebrations bring unity among the people. The institute celebrates the birthday of Sarvalpalli Radhakrishnan as Teachers’ Day. The Birthday of Dr. B. Ambedkar is celebrated as “Equality Day”. Flower tribute and Program remembering the great leaders are organized as and when the event occurs. On January 12th, National youth day have been celebrated by sharing greetings to faculty members and students, and by flowering Swami Vivekananda’s portraits. NSS volunteers distribute sweets and paying tributes to the Father of the Nation with flowers. Competitions like essay writing, poster and drawing competitions are organized for the students on the national commemorative days. Our Institute celebrates Dr. APJ Abdul Kalam’s Birthday on every year October 15th and September 15th Engineers’ Day by paying tributes and flowering to the portraits of Dr. APJ Abdul Kalam and Dr. Visvesaraya respectively. Competitions are also conducted on these days, every year. On November 11th, National Education Day is celebrated by the NSS volunteers for honoring the birth anniversary of Shri. Maulana Abul Kalam Azad. International Women’s Day is celebrated on March 8th every year in a grand manner with many special events. During Covid period, the women’s day competitions are conducted through online. International firefighters day celebrated on May 4th in the institute. On May 8th the institute celebrates World red cross day. Butha Purnima is celebrated on every year 26th April. Kamarajar and Balagangadara thilagar birth days are celebrated on 15th July and 27th July respectively. Kargil Remembrance Day is observed on July 27. Every year institute celebrates National Unity Day on October 31. On November 26th, institute celebrates Constitution Day. NSS organizes various programs on national and international days. Based on conducting more programs, the institute NSS Unit received Best NSS Unit award from anna university during 2018-19 and 2020-21. Also, the NSS Coordinator receives Best NSS program officer award during the year 2019-20.

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

Best Practice I - Mentor Mentee System

1. Title of the Practice:Mentor Mentee System

2. Objectives of the practice

- EGSPEC's mentoring and advising system is a unique approach to help students improve their academic and leadership skills.
- It supports professional development by discussing career goals with students who recommend appropriate professional development
- The primary goal of this mentorship program is to build trusting relationships where teacher-mentors interact constructively with students, coaching and mentoring regarding the overall development of their personality.
- It aims to provide a strong and comprehensive support system through consistent constructive feedback to motivate students to excel in both academic and non-academic areas.

3. The Context

EGSPEC has a vision to deliver globally competitive quality education to students with passion and commitment to transforming them into competent professionals who contribute to the ultimate welfare of society. Our institution strongly believes that, like pedagogy, mentoring is part of the curriculum and can positively impact the lives of students from different economic and cultural backgrounds and learning styles. The mentoring and advising system was set up by the college in its first year to provide comprehensive support to students with ambitious career aspirations to support them in their professional training journey. In this system, faculty mentors act as thoughtful partners in the student's academic journey by understanding their background, resources and needs, clarifying their expectations for their chosen courses, understanding wishes and fears and empowering them to be self-directed learners and agents of change. themselves and guide them towards their goals.

4. The Practice

The institute's commitment towards shaping wholesome professionals has established efficient counselling system with trained faculty counsellors catering both Academic and Professional development support for the overall well-being of the students.

Academic Improvement Support

In the first year of study in the institution , for every group of 15 to 20 students in a class , a faculty mentor (Class Advisor) is allocated , wherein mentor meets every student on regular basis developing trusting relationship, tries to understand the background and needs of each student , providing information about various campus facilities and co-curricular/extra-curricular /club activities to hone their capabilities,helping to get adjusted to the campus environment by providing emotional support. Monitoring the progress in academics is done through analysis of internal test marks. The advanced learners are supported for self-learning through e- learning platforms, project presentations and conference publications The slow learners are guided with effective counselling by the mentors , addressing the learning challenges being faced by

them and remedial classes are conducted on regular basis as additional support. The students showing consistent low performance and having severe psychological problems that needs medical counselling are referred to a professional counsellor who visits the campus and regular counselling sessions are arranged to help them to overcome the problems. The faculty mentor maintains a comprehensive record of every student having the details like student profile, academic progress, data on counselling sessions , observations/ guidance provided . During second year of study, students' comprehensive records will be handed over to the faculty mentors of respective departments to continue the mentoring support till they graduate from the institution.

Professional Development

The responsibility of the institution is not only confined to exemplary education but also committed to extending support in choosing a right career path viz., recruitment at global best Companies, becoming an entrepreneur, or pursuing higher studies. The support towards professional development of the students commences in the first year itself by the Career Guidance Cell with the support of faculty mentors by conducting awareness sessions briefing about the recruitment process , need for consistent performance throughout the academics and details of various opportunities available after graduation. Comprehensive record of the student gets updated at every stage by the mentor with the details of counselling sessions and the progress in academics / skillsets of student. The continuous mentor – mentee association with consistent constructive feedback and advice ensures that the students achieve their career goals at the end of the course.

5. Evidence of Success

Mentoring cum counselling system for students at EGSPEC, emphasizing on holistic development has helped the faculty mentors to build a better rapport with students, instilling confidence in them to take up challenges, overcome obstacles in their academic journey, enhancing their learning capabilities. Timely redressal of issues faced by the students with suitable guidance has shown progress in students academic and professional development from semester to semester. The care and support shown by mentors to the hostel inmates help them to overcome the adaptability issue and revamp themselves to focus on studies in a very short time.

The effective mentoring during the entire period of study has led to zero incidents of ragging in the campus and holistic development of students which is reflected through increased no of conference and seminar participation. Increased number of certification course through online platform like SWAYAM/NPTEL through this mentor mentee counseling. Academic results was increased gradually because of this practice. The placement of students in reputed companies was gradually increased every year.

6. Problem faced and Resources Required

The entire mentoring cum counselling system is built on personal interaction with the students. Students in the first semester hardly know the mentors assigned to them which brings some apprehensions in the minds of students about the kind of report that will develop with the assigned mentor. Even few parents also feel uncomfortable in initial days to discuss the issues faced by their child. Many students are inherently reserved and have to be attended with detailed interactions by mentors spending long time to give better guidance and support.

Some of the students lack motivation to take up professional development courses and such students have

to give additional counseling by the mentors explaining the importance of such courses. The busy academic schedule and constraint in time impedes the mentors to spend more time with mentees and it is difficult to give detailed feedback of their mentees progress on regular basis.

Outcomes of the Practice

- Identify the hidden talent of the students in various aspects of academic, co-curricular, extracurricular and extra mural activities
- Build the effective personal and professional relationship
- Promote to do various activities in the concerned area for their holistic development and academic success
- Create confidence, positivity, set goals and expectations in a right way

Best practice II - Employability Skills Development Program (ESDP)

1. Title of the Practice:Employability Skills Development Program (ESDP)

2. Objectives of the Practice

Employability Skill Development Program (ESDP) designed with due consultation from industry and domain experts focuses on overall development of the students enhancing employability skills in the area of problem solving, logical reasoning, analytical skills business communication and provides a deeper understanding for implementation of engineering concepts into practical application which includes enhancement of cognitive skills such as social awareness, presentation of self, working with a team, negotiation skills, manage conflicts, independent thinking and decision making. ESDP aims to enhance student's career opportunity by bridging the Industry Academia gap to enable a student from employment ready to readily deployable resource and also higher education prospects by imparting required technical skills through industry certified courses and training programs offered under the MoU with various reputed companies.

3. The Context

Globalisation and technological advancements have drastically changed the customary workplace practices with an accompanying shift in the skills required by employees. Training of students and equip them with technical expertise and refine their overall personality to enter the workforce is an important responsibility of the Engineering institutions. With this outlook, since inception, EGSPEC has strongly emphasized on creating Engineers and Managers with comprehensive knowledge and transferable skills by going beyond academics, that is required to do real time Industry oriented jobs. Diversified cultural and economical background students join EGS Pillay and aspire for a prospective career at the completion of the programme. EGSPEC provides free Aptitude and Verbal book to train the students towards compete in contests.

4. The Practice

Placement cell of EGSPEC is vested with the core responsibility of sharing the budding engineers to be fit globally and enhance their career goals. To meet the cultural diversification, skill based training is given to students at various level. Based on the industry expectation the students are grouped for industry as Product batch, MNC batch, IT batch and Core batch. The training for the student is done at two levels,

internal team and involvement of external resources from corporate. Placement cell periodically conducts corporate connect to bring the gap between the industry expectation and skills needed to survive in industry. ESDP is a structured four-year program with planned modules embedded in the weekly schedule. The modules that are covered year-wise are as follows.

First Year: Engineering Intelligence

First level Course of ESDP focuses on English Language enhancement & Business Communication. The objective is to enhance Student's communication skill, interpersonal and intra personal skills and prepare a strong foundation towards transforming a Student into a Professional. The Topics covered in this module are English comprehension, Role Plays, Group Discussion and effective communication skills.

Second Year: Soft skill and Verbal ability

Second level Course of ESDP focuses on skill development in industry technologies and verbal ability. The objective of this module is to develop competence and provide exposure to industry technologies and also improve productivity.

Third and Fourth Year: Life skill –Aptitude I & II

Training on Aptitude and Technology Refresher in the fourth year to the Students as per the requirement of different hiring companies. Aptitude Enhancement Training and Company Specific Training was conducted to emphasize the importance of implementation continuous improvement in various industrial settings. This Aptitude Training helps them to demonstrate various principles involved in solving mathematical problems and thereby reducing the time taken for performing job functions.

L&T EduTech

L&T EduTech is a training platform to enhance the employability of students and career progression for professionals. It offers various certification courses such as Concrete technology, Applied IOT, Thermal power plant engineering Micro processors and applications, Engineering for MV substation etc.

E-Box

E-Box platform is built with a proprietary LMS base which makes both assessment and learning management integrated. Amphisoft technologies provide training to the students for Java Programming and DBMS. E-Box provides multi skill training such as knowledge, design skill, analytical skill and testing skills. E-Box supports the students through numerous console/Web/Mobile based languages.

Skill Rack

Skill rack is one of the training online portals that offer online software training for students. All the students are given individual user id and password for skill rack. The modules of skillrack platform are Programming, Gamification and webinar training. In Programming module, students are learning by Hands-on-modules, practice programming languages like C,C++ Java, Python and prepare for Campus interviews, Compete in contests. Gamification module engage users on a continuous basis to improve their skills. Webinar training is a code correct module, taken by experts from skill rack helps the students to identify and correct the coding.

5. Evidence of Success:

ESDP has been instrumental in grooming the students by improving their personal and professional effectiveness empowering them with technical expertise and employability skills which is evidenced through substantial increase in the number of placements in the subsequent years with students getting their dream offers from reputed global companies setting the benchmark every year.

The companies offering the jobs have appreciated the efforts and intent of ESDP, which they have been witnessing in the performance of employees selected from EGSPEC. Number of students qualifying in the competitive exams to pursue higher education in premier global universities is also increasing every year. Students are recognized by google, TCS, and Zaphire as campus ambassadors. Placement statistics shows that gradual increase of placement from 2015-2016 to 2021-2022.

6. Problems Encountered and Resources Required

In the implementation of first and second level courses of ESDP, identification and training of faculty in industry certified courses is challenging due to the busy academic schedule and time constraint. Incentives and additional facilities to be provided to the faculty handling these courses. In order to provide effective training on personality development modules, identification of trainers is a challenging task.

Insufficient knowledge with the students regarding the importance and relevance of the program requires enormous amount of motivation and persuasion from the mentors. Majority of the students who commute long distance daily to campus have insufficient time to practice the training modules and become proficient. The students residing in the remote geographical locations having IT facilities like internet , find it difficult to practice the training modules at home. The students requiring clarity on choice of courses in higher education need to be given suitable guidance explaining the prospects, and information on related competitive examination with extensive training.

Outcomes of ESDP

- Prepare for working life and support their transition from education to employment
- Increase the employability of students, the competitiveness of enterprises and the inclusiveness of growth
- Develop analytical abilities, communication skills and the skills necessary for getting, keeping and being successful in a profession
- Expose the students to leadership and team-building skills

File Description	Document
Best practices in the Institutional web site	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust

within 1000 words

Response:

Promote Engineers with Academic Excellence and Social Values in Rural Area

E.G.S. Pillay Engineering College is the best primary educational institution in Nagapattinam district. It was established in the 1995. Our institute has been providing quality education for the last 27 years. EGSPEC has played a pivotal role in providing educational opportunities to the rural areas surrounding it. The College has earned the reputation of being one of the most preferred colleges by the students and parents all these years. This institution is well-known for its excellent infrastructure and facilities for learning. It strives to provide world-class quality education to transform our institution into a "Global Centre of Academic Excellence". Our distinctiveness is to promote rural area student as a superior engineer with academic excellence and social values by three stages.

Challenges

The Nagapattinam district is frequently impacted by cyclones, severe rain, and tsunamis. Our greatest difficulty is getting students enrolled in college. Most of the students accepted from these rural locations are low-income first-graders. The largest issue is keeping them engaged until the end of the course; to do this, the students must consistently inspire them to develop and achieve goals. To raise student awareness of higher education and its value, this institution runs numerous motivational and career counseling programmes in schools.

The institution's main goal is to inspire students to apply their knowledge of engineering and technology as creatively as possible and to exert their best effort in the quest of success and technical excellence. The goal of education is to foster an atmosphere of academic freedom where brilliant minds can interact, explore, and acquire knowledge. At EGSPEC, one would have an out-of-this-world living and learning experience.

Institutional Opportunities

- With 9 UG Courses, 7 PG Courses, and 5 Ph.D. recognized research departments, EGSPEC offers courses from undergrad to research study. Since this is an independent college, the curriculum satisfies both local and international standards. Students are educated through new teaching methods and cutting-edge technology while still being taught ethical and social principles.
- Industry training programmes like those offered by ORACLE, IBM, EMC, E-Box, and CENT improved professional chances, which are highly respected by industries.
- Our mentor-mentee students help the students to develop their professional and personal growth while also receiving specialized aid in accomplishing a particular goal.
- To reduce student tension, we scheduled yoga lessons during regular class times to help students who are struggling with personal concerns, we have hired a psychiatrist.
- Our college offers all sporting amenities so that students can develop their athletic abilities and be inspired to compete at the local, regional, and state levels.

- Extracurricular and Co-curricular activities, such as sports, cultural events (AKSHARAM), lab activities, and classroom activities are designed to help students develop their social and intellectual skills as well as their moral principles, personalities, and character appeal.
- To train students get familiar with modern technology and bridge the gap between academia and industry, EGSPEC offers value-added courses.

Commitments to Society

- The college building is extremely spacious and furnished with modern conveniences. Numerous governments, semi-government, non-profit and social groups plan and coordinate their activities such as exams, workshops, training sessions, and meetings among others.
- We adopted the villages of Palaiyur, Sellur, and Thethi because our college is situated in a coastal region that is socially and economically underdeveloped in order to raise awareness of the value of literacy among the populace by organizing awareness programmes and offering employment opportunities in our institution for those people.
- Our Institute supports to the people from Fisherman in natural calamities. Food grain and essentials have been provided to the affected people of during the flood situation. During COVID 19 pandemic period our college was one among the emergency COVID health care centre.
- We are organizing various awareness programmes and rallies related to tobacco consumption, plastics eradication women safety and cyber security. It is also given the need of blood donation, tree plantation, energy conservation, rights of votes in elections among the society.
- Our faculty members are creating awareness for school students related to career guidance and health hygiene among girl's students. As a part of NSS activities our students and faculty members are involved in fulfilling Swachh Bharat mission.
- "90.0 E.G.S Pillay Community radio-Nagapattinam" is the community radio station that broadcasts from our institution which provides many programmes for the advancement of society through this platform.
- Recognized as a Centre for Pradhan Mantri Schemes PMKK, PMKVY. The Pradhan Mantri Kaushal Kendra PMKK is an exclusive multiple skill development centre with state of art infrastructure that runs industry driven courses of high quality. Empaneled project institute under PM YUVA YOJANA.

Evidence of Success

- 85% admission in the last five years.
- Good number of research publications by faculty and students in reputed journals.
- EGSPEC provides transport facilities to 5 districts in and around Nagapattinam for the benefits of

the students, faculties and employees.

- 539 students got placement in reputed companies like Infosys, L&T EduTech, Cognizant, Capgemini, Pinnacle Infotech, TCS, WIPRO, QUEST, CIEL etc. in the year 2021-22.
- Autonomous status, accredited by NAAC with 'A' Grade and got NIRF all India ranking top 300 under engineering category.
- Accredited by NBA for 6 UG Programmes (B.E CSE, B.E ECE, B.E EEE, B.E MECH, BE CIVIL and B.Tech IT)
- Signed MoU with Multimedia University, Malaysia & Tamil Nadu Fisheries University.
- Received Centre of Excellence from DellEMC Corporation, ICT Academy, Paloalto netrorks, UTL Technologies Ltd & Oracle Academy
- Our institution received Ayush Yoga project sponsored by Ministry of Ayush, Govt of India which was organized by Commonwealth Educational Media centre for Asia (CEMCA), New Delhi. We also received Har Ghar Tiranga sponsored by Ministry of Campaign, Govt. of India organized by Community Radio association, New Delhi.

We make the students into quality engineers though they have been from challengeable atmosphere.

File Description	Document
Any other relevant information	View Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

To enhance placement and Alumni activities

To enrich Industry Institute interaction

To conduct Faculty development programs on cutting-edge technologies.

To enhance value-added courses for students in association with industry

To strengthen Research & Development in the departments Planning of NAAC accreditation for the second cycle International Conference at the institute level Participation in NIRF ranking

Increase the number of PhDs, PhD guides and cadre ratio in each department Increase research papers in SCOPUS/ SCI/ UGC indexed journals every year

Increase number of patents, copy rights, research funding, sponsored projects, internships Motivate faculties towards E-content development Techno-Social activities

Concluding Remarks :

Governing council is the Principal authority for financial estimates and budgetary appropriations and for providing social feedback to the college. Academic Council reviews and deliberates on short and long term reforms in academic, research and development activities, finance, management and governance. Academic Council is the principal authority responsible for regulating and maintaining the standard of teaching, research, and evaluation. Controller of Examinations deals with matters related with examination and evaluation. Finance and Accounts Committee plans, coordinates and oversees the financial operations. Purchase Committee deals with matters pertaining to all purchases. Estate maintenance Committee carries out infrastructure development activities. The higher level committee manages selection, deployment and use of application software and technology in academic, finances and administration. College has implemented e-governance in areas of planning and development, administration, finance and accounts, student admission and examination. Since the college has large number of departments, it has systematically planned and implemented decentralization policy for examination activities. This facilitates timely declaration of results and ensures effective implementation of academic calendar. Online question paper collection and monitoring of evaluation of answer sheets has facilitated entire process.

Performance appraisal is applicable to employees. The college undertakes academic and administrative audit, external audit, occasional inspection, inventory checks, and technical and safety audits, etc. and acts accordingly. The college complies with guidelines with respect to collection and disbursement of funds. Strict financial discipline is ensured through regular internal and external audits.

The IQAC has been actively involved in leading and assisting the quality initiatives in academics, research, extension activities and industry-academia collaborations. Implementation of OBE and CBCS in their true spirit with promotion of SWAYAM/NPTEL/ MOOC courses is functioning. Teachers are encouraged to stay abreast

with the latest developments in their fields. Many professional development / administrative training programmes have been organized for teaching and non-teaching staffs.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of Programmes where syllabus revision was carried out during the last five years.</p> <p>1.1.2.1. Number of all Programmes offered by the institution during the last five years. Answer before DVV Verification : 15</p> <p>1.1.2.2. How many Programmes were revised out of total number of Programmes offered during the last five years Answer before DVV Verification : 15 Answer after DVV Verification: 15</p>																				
1.1.3	<p>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years</p> <p>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years.. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>582</td> <td>579</td> <td>562</td> <td>548</td> <td>527</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>582</td> <td>579</td> <td>562</td> <td>548</td> <td>527</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	582	579	562	548	527	2021-22	2020-21	2019-20	2018-19	2017-18	582	579	562	548	527
2021-22	2020-21	2019-20	2018-19	2017-18																	
582	579	562	548	527																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
582	579	562	548	527																	
1.2.1	<p>Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 1036 Answer after DVV Verification: 1036</p> <p>1.2.1.2. Number of courses offered by the institution across all programmes during the last five years. Answer before DVV Verification : 3293 Answer after DVV Verification: 3293</p>																				
1.2.2	<p>Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>1.2.2.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 15 Answer after DVV Verification: 15</p>																				
1.3.2	<p>Number of value-added courses for imparting transferable and life skills offered during last five years.</p>																				

1.3.2.1. How many new value-added courses are added within the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
32	25	36	32	31

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
23	17	24	20	20

Remark : DVV has updated the data as per the supporting documents.

1.3.3

Average Percentage of students enrolled in the courses under 1.3.2 above.**1.3.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2352	1808	2291	2159	2032

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2218	1709	2082	1895	1834

1.3.4

Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)**1.3.4.1. Number of students undertaking field projects / internships / student projects**

Answer before DVV Verification : 2195

Answer after DVV Verification: 2195

1.4.2

The feedback system of the Institution comprises of the following :

Answer before DVV Verification : A. Feedback collected, analysed and action taken and report made available on website

Answer After DVV Verification: A. Feedback collected, analysed and action taken and report made available on website

2.1.1

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
930	782	745	542	834

85	75	70	55	54
----	----	----	----	----

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
85	75	70	55	54

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

2.4.3.1. **Total experience of full-time teachers**

Answer before DVV Verification : 1443

Answer after DVV Verification: 1443

2.5.2 **Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**

2.5.2.1. **Number of complaints/grievances about evaluation year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
46	0	0	78	42

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
68	0	25	78	29

3.1.2 **The institution provides seed money to its teachers for research (average per year, INR in Lakhs)**

3.1.2.1. **The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5.75	4.16	4.91	2.38	0.5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5.75	4.16	4.91	2.38	0.5

3.1.3 **Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years**

3.1.3.1. The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
26	17	57	43	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

Remark : Awards without any financial support not to be included (E.g: Best Teacher Award, Certificate of Appreciation)

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
42.76	23.87	11.697	1.245	35.42

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
42.76	23.87	11.697	1.245	35.42

3.2.2 Percentage of teachers having research projects during the last five years

3.2.2.1. Number of teachers having research projects during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	5	8	17	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	5	8	17	14

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	5	9	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	5	9	5

3.2.4.2. Number of departments offering academic programmes

Answer before DVV Verification:

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

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

3.3.2.1. Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
33	45	44	55	50

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
24	18	28	28	31

Remark : DVV has updated the data as per supporting documents provided by the HEI

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following:

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of Ethics committee**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

3.4.2	<p>Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years</p> <p>3.4.2.1. How many Ph.Ds are registered within last 5 years Answer before DVV Verification : 120 Answer after DVV Verification: 120</p> <p>3.4.2.2. Number of teachers recognized as guides during the last five years Answer before DVV Verification : 26</p>																				
3.4.3	<p>Number of research papers per teachers in the Journals notified on UGC website during the last five years</p> <p>3.4.3.1. Number of research papers in the Journals notified on UGC website during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 707 1046 842"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>77</td> <td>85</td> <td>84</td> <td>49</td> <td>44</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 920 1046 1055"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>77</td> <td>85</td> <td>84</td> <td>49</td> <td>44</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	77	85	84	49	44	2021-22	2020-21	2019-20	2018-19	2017-18	77	85	84	49	44
2021-22	2020-21	2019-20	2018-19	2017-18																	
77	85	84	49	44																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
77	85	84	49	44																	
3.4.4	<p>Number of books and chapters in edited volumes / books published per teacher during the last five years</p> <p>3.4.4.1. 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:</p> <table border="1" data-bbox="306 1335 1046 1469"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>45</td> <td>45</td> <td>53</td> <td>65</td> <td>46</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1547 1046 1682"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>45</td> <td>45</td> <td>53</td> <td>65</td> <td>46</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	45	45	53	65	46	2021-22	2020-21	2019-20	2018-19	2017-18	45	45	53	65	46
2021-22	2020-21	2019-20	2018-19	2017-18																	
45	45	53	65	46																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
45	45	53	65	46																	
3.5.1	<p>Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).</p> <p>3.5.1.1. Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs). Answer before DVV Verification:</p> <table border="1" data-bbox="306 1962 1046 2096"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>9.55</td> <td>40.34</td> <td>13.28</td> <td>23.55</td> <td>15.32</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	9.55	40.34	13.28	23.55	15.32										
2021-22	2020-21	2019-20	2018-19	2017-18																	
9.55	40.34	13.28	23.55	15.32																	

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
9.55	40.34	13.28	23.55	15.32

3.5.2

Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

3.5.2.1. Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14.34	0.53	0.73	0.84	0.42

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14.34	0.53	0.73	0.84	0.42

3.6.2

Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
66	51	42	22	48

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	02	02	02	00

Remark : Data updated as per the e-copies, after excluding the local awards

3.6.3

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

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

Answer before DVV Verification:

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

25	26	25	24	20
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
20	22	23	20	15

Remark : DVV has updated the data after considering the extension activities

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2462	2559	2402	2155	2010

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1485	1254	1284	1150	800

Remark : Data updated after considering the extension activities only

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

3.7.1.1. Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
624	422	295	263	152

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
192	108	135	107	115

3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

3.7.2.1. Number of functional MoUs with institutions of national, international importance,

other Institutions, industries, corporate houses etc. year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
25	16	11	16	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	05	02	02	15

Remark : Data updated as per supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
412.64	160.4	342.97	305.42	301.73

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
412.64	160.4	342.97	305.42	301.73

4.2.2 Institution has access to the following:

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

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

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
19.01	9.81	15.48	23.11	17.96

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
19.01	9.81	15.48	23.11	17.96

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

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

Answer before DVV Verification : 922

Answer after DVV Verification: 210

Remark : HEI has not provided the supporting documents as per SOP. HEI is providing the wrong document

4.3.3 Bandwidth of internet connection in the Institution.

Answer before DVV Verification : 750 MBPS

Answer After DVV Verification: 750 MBPS

4.3.4 Institution has the following Facilities for e-content development

- 1. Media centre**
- 2. Audio visual centre**
- 3. Lecture Capturing System(LCS)**
- 4. Mixing equipments and softwares for editing**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
358.98	148.52	567.91	628	143.4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
358.9	148.5	567.9	628	143.4

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2595	2304	2476	2343	2562

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2595	2304	2476	2343	2562

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1030	782	583	340	330

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1030	782	583	340	330

5.1.3 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. Awareness of trends in technology

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3102	2812	2760	2376	2049

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3102	2812	2760	2376	2049

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
92	73	142	118	77

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	18	109	91	22

Remark : DVV has updated the because team events award are considered as one only

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

5.3.3.1. Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

Answer before DVV Verification:

--	--	--	--	--

2021-22	2020-21	2019-20	2018-19	2017-18
22	24	26	26	30

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	9	8	11	14

Remark : Events cannot be split into activities. Multiple events held on the same day to be considered as one only.

5.4.2 **Alumni financial contribution during the last five years (in INR).**

Answer before DVV Verification : A. ? 15 Lakhs

Answer After DVV Verification: A. ? 15 Lakhs

6.2.3 **Implementation of e-governance in areas of operation**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
146	114	138	92	102

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
117	101	114	94	92

Remark : DVV has updated the data after considering Multiple financial supports in the same academic year to be considered as one only

6.3.4 **Average percentage of teachers undergoing online/ face-to-face Faculty Development**

Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
236	216	137	108	133

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
171	146	74	98	120

Remark : Any faculty attended multiple FDPS in an academic year will be counted as only once.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16.97	2.25	18.4	20.395	8.859

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16.97	2.25	18.4	20.395	8.859

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

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

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

Answer After DVV Verification: A. 4 or All of the above

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting

	<ol style="list-style-type: none"> 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.5	<p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants <p>Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: A. Any 4 or All of the above</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Divyangjan friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>15</td><td>15</td><td>14</td><td>13</td><td>13</td></tr></tbody></table> <p>Answer After DVV Verification:</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>15</td><td>15</td><td>14</td><td>13</td><td>13</td></tr></tbody></table>	2021-22	2020-21	2019-20	2018-19	2017-18	15	15	14	13	13	2021-22	2020-21	2019-20	2018-19	2017-18	15	15	14	13	13
2021-22	2020-21	2019-20	2018-19	2017-18																	
15	15	14	13	13																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
15	15	14	13	13																	
1.2	<p>Number of departments offering academic programmes</p> <p>Answer before DVV Verification : 10</p> <p>Answer after DVV Verification : 10</p>																				
2.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>3136</td><td>2838</td><td>2761</td><td>2653</td><td>2784</td></tr></tbody></table> <p>Answer After DVV Verification:</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>3136</td><td>2838</td><td>2761</td><td>2653</td><td>2784</td></tr></tbody></table>	2021-22	2020-21	2019-20	2018-19	2017-18	3136	2838	2761	2653	2784	2021-22	2020-21	2019-20	2018-19	2017-18	3136	2838	2761	2653	2784
2021-22	2020-21	2019-20	2018-19	2017-18																	
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2021-22	2020-21	2019-20	2018-19	2017-18																	
3136	2838	2761	2653	2784																	
2.2	<p>Number of outgoing / final year students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>679</td><td>830</td><td>773</td><td>749</td><td>731</td></tr></tbody></table> <p>Answer After DVV Verification:</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>679</td><td>830</td><td>773</td><td>749</td><td>731</td></tr></tbody></table>	2021-22	2020-21	2019-20	2018-19	2017-18	679	830	773	749	731	2021-22	2020-21	2019-20	2018-19	2017-18	679	830	773	749	731
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679	830	773	749	731																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
679	830	773	749	731																	
2.3	<p>Number of students appeared in the examination conducted by the Institution, year-wise during the last five years</p> <p>Answer before DVV Verification:</p>																				

2021-22	2020-21	2019-20	2018-19	2017-18
3103	2802	2758	2638	2769

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3103	2802	2758	2638	2769

2.4 Number of revaluation applications year-wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
68	0	0	78	29

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
68	0	25	78	29

3.1 Number of courses in all programs year-wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
702	712	621	612	646

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
702	712	621	612	646

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
221	210	200	175	206

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
221	210	200	175	206

3.3 Number of sanctioned posts year-wise during last five years

Answer before DVV Verification:

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

221	210	200	175	206
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Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
221	210	200	175	206

4.1 **Number of eligible applications received for admissions to all the programs year-wise during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1220	1211	1156	1194	1017

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1220	1211	1156	1194	1017

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
642	683	642	600	600

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
642	683	642	600	600

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

Answer before DVV Verification : 80

Answer after DVV Verification : 80

4.4 **Total number of computers in the campus for academic purpose**

Answer before DVV Verification : 852

Answer after DVV Verification : 852

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
995.52	419.1	1045.1	991.37	516.37

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
995.52	419.1	1045.1	991.37	516.37