



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MOHAMED SATHAK ENGINEERING COLLEGE

EAST COAST ROAD, MAYAKULAM PANCHAYAT, KILAKARAI

623806

www.msec.org.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Mohamed Sathak Engineering College, started in the year 1984 is situated in a picturesque environment at Kilakarai, Mayakulam Panchayat, Ramanathapuram District, Tamilnadu. The Mohamed Sathak Trust is a charitable and educational organization established in 1973 Registered under Societies Registration Act by the Philanthropic Mohamed Sathak Family of Kilakarai, Ramnad District, Tamilnadu.

The founder Chairman Late Alhaj S.M. Ahamed Jalaluddin, was the binding force behind the establishment of a trust for the charitable and educational needs of the poor and downtrodden people. The other founder members of the trust apart from Late S.M. Ahamed Jalaluddin are as follows:

Alhaj. Dr. S.M. Dastagir – Former Executive Director

Alhaj Dr.S.M.Hamid Abdul Quadir- Former Chairman

Alhaj. S.M. Kabeer – Former Correspondent

Present Trustees are .

Alhaj S.M. Mohamed Yousuf – Chairman

Hajiyani.S.M.H . Sharmila- Secretary

Its aim is promotion of Technical, Scientific, Medical and Management Education and training of personnel to meet the Technical and Managerial needs of the country. It endeavours to spread technical and management education at all levels of society, in

particular among the backward communities. First the trust have started to give scholarship to the poor backward class students from 1973. Afterwards, it has started the Institutions.

OTHER NOTABLE AWARDS

NBA, New Delhi has accredited Three UGcourses (2007-2010). Applied for Renewal.

ISO 9001:2015 certified by TUV SUD .

- Best Donor Award , Best Principal Award from Collector

The Institution has focused its attention on (i) Quality teaching-learning and (ii) Research encompassing consultancy. The institution has established Research sponsored by DST For Cancer Treatment, research and entrepreneurial activities. The Institution has created the right environment for promoting entrepreneurship

among students through layer learning by doing projects from first year onwards.

The students are given complete flexibility and freedom to improve their performance. The Institution promotes measures for Institutional functioning towards continuous quality enhancement through the Best Practices.

Vision

To be an institution of repute and rare creativity in providing quality education with technical endeavor and research opportunities of very high standards to the students, who in turn shall contribute to the advancement of the society and human kind.

Mission

- To provide Quality Education to the students across the country.
- To motivate them to acquire skills and disseminate knowledge.
- To achieve academic and Professional excellence.
- To offer the frontline facilities and sophisticated environment.
- To endow with Expertise Faculty by providing opportunity to promote the students' skills and knowledge.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Strong foundation has been established
2. Highly experienced and committed faculty & staff members
3. Located in the rural
4. Good support for Extra and Co-curricular activities
5. Constant encouragement and full-fledged support from the Management.
6. Dedicated, well-qualified and competent faculty with research intent.
7. Sprawling Campus in a serene environment with excellent infrastructure.
8. Well-equipped labs.
9. Effective mentoring system providing constant guidance to the student and feedback to the parent.
10. Providing scope for all-round development of personality of the student through Sports, Associations and Clubs.
11. Ranked at the top among the private Engineering Colleges in Ramnathapuram district.
12. Cells like EDC and IEDC to install as well as promote the spirit of innovation and entrepreneurship.
13. Increased interest and effort among faculty towards research and publication in reputed journals.
14. Periodic research orientations like National and International Conferences, Workshops/Seminars.
15. Excellent Placement Records.
16. Effective involvement of alumni in placement of out-going students

Institutional Weakness

- Limited academic freedom
- Reduced core placement due to mass recruitment by IT companies
- As a self-financing college, faculty members face difficulty while seeking funds from various Government funding agencies
- Inadequate time for organizing extra-curricular activities (NSS/YRC)
- Impact of social media
- Few number of major research projects
- Limited placements in core industries
- Few Interdisciplinary Projects
- Less consultancy work
- Industry-Institute interaction needs improvement

Institutional Opportunity

- Freedom to introduce new methodology using CoE Laboratories
- Value added Courses to improve Core knowledge, C-Programming courses for non-Computer students
- Scope for commercialization of research outcomes
- Training the students in the New technology areas for enhancing employability
- Rising costs of overheads and resources
- Opportunities for more placements
- Research and consultancy initiatives
- Revenue generation through resource sharing
- Faculty and student exchange programs with foreign Organizations
- To come up as autonomous Institute
- Providing students to study abroad through international admission cell

Institutional Challenge

- Curriculum and Regulation restrictions of the Parent University
- Training the faculty members in the latest technologies as per industry requirement
- Obtaining funds from the Industries for research projects
- Stiff competition among the students in placement, higher studies and research
- Increase placements in core industries
- Execution of collaboration with foreign Institutions
- High cost of delivering Education
- To cope up with emerging technologies
- To attract high meritorious students
- In this fast-growing technological era, it is becoming difficult to adjust and adapt quickly since the academic curriculum is prescribed by the affiliating Anna University.
- Improving the employability of the students in the current scenario of rapidly changing technology

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum is prescribed by Anna University, Chennai. In addition, we have included value added courses through the Centre of Excellence Laboratories for developing additional Knowledge, skill and employability.

Knowledge component encompasses:

- Basic Knowledge in fundamentals of engineering
- Specialization in one's own area General knowledge in other areas Conflict and crisis management
Managing change
- Critical thinking Decision making Self-awareness
- Coping with stress and emotion
- Project management
- Planning, conducting and managing effective meetings and discussions
- Application of knowledge- Understanding professional ethical values. Some of the important skills engineer should possess are Effective communication and making powerful and effective convincing presentation Give credit to the team members for success of any project and take responsibility for any failures instead of blaming others

Ability

- To solve complex engineering problems
- Applying new technologies To design and fabricate through creative and innovative thinking
- Analyze and interpret data and design experiments to gain new data
- Have consideration for cost, benefits, safety, quality etc. Deliver with commitment on time
- Evaluate and manage risk factors involved

All these abilities are evaluated periodically. The course contains training programmes from First year onwards.

Teaching-learning and Evaluation

- Transparent admission policies
- Recruitment of well qualified teachers as per procedure
- Preparation of lesson plans, Time Table and Academic calendar in advance and sharing with students.
- Supplementing classroom teaching through expert lectures, alumni interaction, seminars, workshops, mini-projects, Industrial visit, internship, training and e- courseware (NPTEL),RED HAT Linux, Auto Desk.
- Academic calendar and Feed back to ensure the quality
- Feedback helps to plan and execute systematic teaching-learning
- Designed structured-orientation programmes for the learner group
- Introduction of bridge courses, remedial classes, Coaching classes for slow learners. Creative Learning

Methodology, learning by doing mini projects

- Special provisions for advanced learners using Centre Of Excellence labs
- Funds for design and fabrication of working models as mini projects presentation of papers in seminar and conferences at national and international level
- Quality improvement of faculty by training and research programmes
- System for effective counseling
- Maintaining gender ratio besides reservation policies laid down by the Government
- Gender equity and admission opportunities for differently-abled students

Research, Innovations and Extension

- Process of promoting the research culture among the faculty and students
- Dedicated Research Institute with high profile researchers
- Exclusive research centre with Major Equipments and space
- Faculty in collaboration with national level research labs and projects
- Interdisciplinary research projects with involvement of multiple departments
- Department with DST assistance
- 41 sponsored research projects worth Rs 45.58 Lakhs Sponsored by Government / Non government organizations
- 6 out of 20 Ph.D's have Research Guides and more than 30 Faculties are doing Ph.D with modern techniques and current issues
- Dedicated and advanced IPR cell/Incubation center for creation and transfer of knowledge.
- 109 workshops/seminar on IPR and industry practices
- 65 Awards and recognition won by faculty members from national/international bodies
- Have a stated code of ethics to check malpractices and plagiarism in research
- Published more than 80 UGC listed publications
- Promotion and Cash incentives from various publication
- 235 books/book chapters/conference proceedings published
- "Say No To Drugs' , 'Clean India Green India'
- Social Responsibility activities carried out through NSS, and Youth Red cross
- 46 extension activities conducted, 23 awards won
- Approximately 6000 students participate in extension activities
- Adoption of surrounding villages with medical needs and social services
- More than 40 MoUs, 307 linkages and activities for last 5 years

Infrastructure and Learning Resources

- Good Ambience Class Rooms, well equipped Laboratories, Tutorial Rooms for effective Teaching and learning with ICT facilities.
- Administrative Office, Department HoD Rooms and faculty Cabins with all required facilities.
- Air-conditioned ICT Enabled seminar halls, Board Rooms, GD & Interview Rooms and
- Auditorium.
- Around 692 Computers System with 50 Mbps Internet bandwidth
- Laundering facilities in College and hostels.
- Network Maintenance Cell and Test & Repair Centre for maintenance of all hardware and software.
- Modern Gym facilities separately for girls and boys Availability of indoor and outdoor sports facilities

Establishment of Health Centers with qualified Physicians City Union Bank ATM, Postal Service inside the Campus

- Maintenance of campus facilities through qualified engineers and managers.
- Smart Class room available for Special coaching and Guest Lectures

The college has adequate classrooms, laboratories and seminar halls for the conduct of the courses for all the UG and PG programmes. In addition, faculty rooms, rest rooms exclusively for girls and auditorium for organizing students' events centrally, such as blood donation camp, entrepreneur programmes etc., separate halls for the conduct of examinations are available.

The Internet facility is available for all faculty and students in campus. For ease of access, the entire campus has been made Wi-Fi enabled with about 24 Wi-Fi points spread over the entire campus.

The classrooms are equipped with a laptop, a roof mounted LCD projector, white screen facilitating the teacher to project teaching material. Thus, the ICT resources are extensively used in the campus.

Due to the large number of computers and networking, a Systems Administrator and a Network administrator with their staff look after the maintenance of computers and the networking.

The power is supplied by the Electricity Board with a peak load of 95 kVA, and it is augmented by six diesel generators capable of giving a backup power of 430 kVA. The generators are maintained as and when the repair occurs, on a call basis; the day-to-day maintenance is done by the technical staff attached to the substation.

Student Support and Progression

- College has 2500 (UG) and 200 (PG) students
- 50 % of total students are benefitted by various scholarship schemes
- Recognition of College under Progressive Practices by AICTE and Anna University
- The highlights of this criterion are the efforts of an institution to provide necessary assistance to students, to acquire meaningful experiences for learning at the campus and to facilitate their holistic development and progression. It also looks into student performance and alumni profiles and the progression of students to higher education and gainful employment. The focus of this criterion is captured in the following key aspects:
 - **5.1 Student Mentoring and Support** Facilitating mechanisms like guidance cell, placement cell, grievance redressal cell and welfare measures to support students. Specially designed inputs are provided to the needy students with learning difficulties. Provision is made for bridge and value added courses in relevant areas. Institution has a well structured, organized guidance and counseling system in place.

5.2 Student Progression The Institutions' concern for students' progression to higher studies and/or to employment is dealt with under this key aspect. Sustainable good practices which effectively support

the students facilitate optimal progression. The institutional provisions facilitate vertical movement of students from one level of education to the next higher level or towards gainful employment.

- **5.3 Student Participation and Activities** The institution promotes inclusive practices for social justice and better stakeholder relationships. The institution has the required infrastructure and promotes active participation of the students in sports, social, and cultural activities. Encouraging students' participation in activities facilitates developing various skills and competencies and foster holistic development.
- **5.4 Alumni Engagement:** Institution has the best practice of encouraging the collaborative work with Alumni who are having a long association with the institute and who think and act better in the welfare of the institution. Alumni Members are invited for various knowledge transformation programs for the mutual benefit. They are also invited to attend alumni meet where they are felicitated and invited to put forth their suggestions.

Governance, Leadership and Management

- Our Management gives more importance with keen focus through Vision and Mission of the Institution.
- The Governing Council meets periodically to monitor progress and suggest strategies.
- Coordination of academic and administrative planning, and implementation have been established through ISO and AICTE guidelines.
- The Principal and the HoDs periodically meet to take decisions on academic matters.
- The HoD decides on the activities of the department and delegates responsibilities to the faculty.
- Transparency maintained in the academic and administrative practices.
- Self-appraisal for faculty and students feedback systems.
- Empowering faculty members through Faculty Development Programs, participation in various activities of the institution.
- Financial Assistance by the management through Department budget and Institution Budget.
- Regular Internal and external audits for income and expenditure.
- Community service by NSS through Blood donation camps, Medical checkups, etc..
- Effectiveness of various committees in the implementation of minutes evidenced.
- Welfare measures for teaching and non-teaching staff like cash awards, incentives, Maternity leave for women etc..
- Best practice and support for Examination of students through IQAC initiatives.
- Planning and implementation of all academic and administrative activities of IQAC made known to all through Academic Coordinator and members of IQAC.

Institutional Values and Best Practices

The first move towards quality in higher education is the realization of the Vision Mission and Goal statement of the Institution. Offering wide range of programmes in UG and PG itself vouch for the innovative approach adopted by the College. The College also takes serious steps in making the ambient competitive and innovative environment with its own benchmark. Serene Atmosphere maintained in the Campus provide stress-free life with modern amenities to the students and faculty members. Residential facilities are extended to Professors, besides providing transport facilities. Some of the highlights include:

College adopts the environment-friendly practices

Closer to 1500 trees planted inside the campus and landscape in 60.1 acres.

Installation of RO Water treatment plant capacity of 10 Lakhs litres per day. Environmental awareness given to students and other stakeholders

Rain water harvesting, collection tank have been established

Energy saving LED lights are installed.

Scholarship to the needy students by the Management

Establishment of video conferencing facilities

Installation of surveillance camera through CCTV

Standby Power Supply 255 (160+60+10+25) KVA and 250 (100+150) KVA Generator Backup Power.

- Waste water treatment plant , Sewage Treatment plant.
- Adopting Villages for helping needy peoples
- Providing Drinking Water facility
- Free Medical, Eye, Dental Care camp
- Provide awareness on AIDS/HIV
- Create awareness about Hygienic activities by ' Clean india and green india'
- Create awareness about Dengue and other flu virus Prevention better than cure.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MOHAMED SATHAK ENGINEERING COLLEGE
Address	East Coast Road, Mayakulam Panchayat, Kilakarai
City	RAMANATHAPURAM
State	Tamil Nadu
Pin	623806
Website	www.msec.org.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	ABBAS MOHAIDEE N J	4567-246333	8939015015	4567-245344	principal@msec.org.in
IQAC / CIQA coordinator	MOHAMED RAFI M	4567-242327	9442380825	4567-241327	mcahod@msec.org.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes
If Yes, Specify minority status	
Religious	MUSLIM
Linguistic	
Any Other	

Establishment Details				
Date of establishment of the college	21-08-1984			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Tamil Nadu	Anna University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
COA	View Document	29-06-2018	12	
AICTE	View Document	04-04-2018	12	

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	East Coast Road, Mayakulam Panchayat, Kilakarai	Rural	60	26169.5

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,Aeronautical Engineering	48	HSC OR EQUIVALENT	English	60	16
UG	BE,Civil Engineering	48	HSC OR EQUIVALENT	English	60	38
UG	BE,Computer Science And Engineering	48	HSC OR EQUIVALENT	English	100	31
UG	BE,Electrical And Electronics Engineering	48	HSC OR EQUIVALENT	English	60	28
UG	BE,Electronics And Communication Engineering	48	SC OR EQUIVALENT	English	100	26
UG	BE,Marine Engineering	48	HSC OR EQUIVALENT	English	30	19
UG	BE,Mechanical Engineering	48	HSC OR EQUIVALENT	English	120	66
UG	BTech,Chemical Engineering	48	HSC OR EQUIVALENT	English	45	26
UG	BTech,Information Technology	48	HSC OR EQUIVALENT	English	60	35
UG	BArch,B Arch	60	HSC OR EQUIVALENT	English	60	25
PG	ME,Civil Engineering	24	B.E OR B.TECH	English	24	10
PG	ME,Computer Science And	24	B.E OR B.TECH	English	18	4

	Engineering					
PG	ME,Electrical And Electronics Engineering	24	B.E OR B.TECH	English	24	6
PG	ME,Electronics And Communication Engineering	24	B.E OR B.TECH	English	24	9
PG	ME,Electronics And Communication Engineering	24	B.E OR B.TECH	English	25	0
PG	ME,Mechanical Engineering	24	B.E OR B.TECH	English	25	1
PG	Mtech,Chemical Engineering	24	B.TECH OR EQUIVALENT	English	24	3
PG	MBA,Mba	24	ANY DEGREE	English	60	32
PG	MBA,Mba	36	ANY DEGREE	English	20	0
PG	MCA,Mca	36	BCA OR EQUIVALENT	English	60	1

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	23				38				144			
Recruited	17	6	0	23	28	10	0	38	98	46	0	144
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						35
Recruited	27		8		0	35
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				25
Recruited	18	7	0	25
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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	10	4	0	4	2	0	1	2	0	23
M.Phil.	0	0	0	2	0	0	9	3	0	14
PG	7	2	0	22	8	0	88	43	0	170

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

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	260	11	0	0	271
	Female	66	0	0	0	66
	Others	0	0	0	0	0
PG	Male	44	0	0	0	44
	Female	42	0	0	0	42
	Others	0	0	0	35	35

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	42	50	42	31
	Female	31	27	35	17
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	353	354	412	407
	Female	113	113	158	162
	Others	0	0	0	0
General	Male	12	13	6	9
	Female	1	3	1	1
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		552	560	654	627

Extended Profile

1 Program

1.1

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

Response: 777

File Description	Document
Institutional Data in Prescribed Format	View Document

1.2

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
20	20	20	20	20

2 Students

2.1

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2053	2058	2139	2108	2220

File Description	Document
Institutional Data in Prescribed Format	View Document

2.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
310	314	300	299	290

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
545	527	606	591	702
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2017-18	2016-17	2015-16	2014-15	2013-14
251	249	243	234	223
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2017-18	2016-17	2015-16	2014-15	2013-14
254	250	243	234	224
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Total number of classrooms and seminar halls****Response: 115****4.2****Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)**

2017-18	2016-17	2015-16	2014-15	2013-14
812.8	732.3	673.02	732.73	733.67

4.3

Number of computers

Response: 692

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The college is in constant touch with the University and tries its level best to keep abreast with the guidelines laid down by the University for the Effective enhancement of the curriculum. Because of its semi rural location, the college has to strive much to bring in new concept & methodology into its program. Besides the prescribed curriculum, the college is well-regarded in planning the teaching learning process.

- Academic calendar has been planned well by the instructions given by the university.
- Lesson plan has prepared prior at the beginning of each semesters.
- Preparation of course files which includes all the topics of the given syllabus.
- The course file consists of syllabus, notes of lesson, bridge course material, question bank for part-A,B & C.
- Tremendous library facilities with wifi connection.
- Not forgetting the traditional way of teaching, besides following the innovative methods like e-learning, quiz, group discussion, presentation, interpersonal skill methods, peer learning etc to enhance their practical and technical skills.
- To retain the exposure of the students, the college and management provide the technical lecture and workshops by carrying foreign authorities to the campus.
- Each faculty is mentoring around 15 to 20 students every semester and they have to analyze the background of the student's discipline.
- Course allotment should be framed based on the faculty's competence matrix, previous results and academic involvement.
- Time table has been structured with tutor hour which is meant to moralize the student and library hour which is to improve their reading skill.
- The principal and the HOD monitor the syllabus completion, course materials, log book and get feedback from the students side.
- They also encompass students discipline, attendance and dress code.
- To promote the students knowledge to the next level, the college drive them to attend seminars, lectures, symposium, industrial visits and internship training.
- Faculty members have been sent to FDP, career guidance, motivating programs to face the better revelation.
- The college is built with sophisticated infrastructure.
- Students were motivated to do research and project work and making them to publish papers in journals.

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

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 35

1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	06	01	00

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 14.93

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	02	00	00

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs

offered during last five years**Response:** 22.98

1.2.1.1 How many new courses are introduced within the last five years

Response: 603

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Details of the new courses introduced	View Document
Any additional information	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented**Response:** 100

1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 19

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years**Response:** 38.44

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

2017-18	2016-17	2015-16	2014-15	2013-14
514	537	486	402	29

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

1.3 Curriculum Enrichment

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

Response:

To develop Human values and professional ethics and gender impartiality into the curriculum,

- Equal opportunities are given to both boys and girls in all aspects.
- Well cleaned and furnished rest room is available in the campus.
- Separated prayer hall is allotted for both boy and girl students.
- Canteen facilities are accessible for them separately to refresh themselves.
- Group discussion and technical skills are organized by the faculty members to augment the student's complex.
- Women's day is celebrated and competitions are conducted by the lady faculties.
- Students are eagerly participating in blood donation and NSS programs.
- The students were also taken to rural areas and educate them about the environmental based things.
- The curriculum also includes mentor hour which provides moral ideas to the students.
- Every year ISTE conducts cultural programs added with skill development programs for the student's growth.
- Academic award function is organized for the students as well as faculty members to motivate them to excel in academics.
- Number of programs were conducted inside the college campus and also taking the students to the other colleges.

File Description	Document
Any Additional Information	View Document

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

Response: 48

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 41

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document
Brochure or any other document relating to value added courses.	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 22.07

1.3.3.1 Number of students undertaking field projects or internships

Response: 343

File Description	Document
List of students enrolled	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise

Response: A. Any 4 of the above

File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

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

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.33

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
12	10	4	6	2

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 51.39

2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
490	494	569	531	483

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1019	1037	997	997	949

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 64.05

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

2017-18	2016-17	2015-16	2014-15	2013-14
148	156	171	204	283

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

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

After admission, the Institution assesses the learning level of the students and organizes various programs for advanced learners and slow learners.

- **Bridge course** - it is imperative to organize a Bridge course after assessing the knowledge level of all students prior to commencement of First year syllabus.
- **Guest lecture** – Guest lectures are organized periodically by inviting the eminent personalities from outside of the organization. The main purpose of the guest lecturers is to enhance the knowledge level and to keep them in pace with technological advancement. It is useful for both slow learners and advanced learners to eradicate all their doubts. It helps them for the enhancement to connect what they are learning and what exist in the real world.
- **Industrial visit** - Industrial visits are organized every year for the students to gain full awareness about industrial practices. It helps both slow and advanced learners to know current Scenario in the Industry.
- **Workshops & Seminars** – Workshops & Seminars are conducted in the college for students in order to improve their leadership, improving communication skills, gaining expert knowledge, networking with others and renewing motivation and confidence. It helps both learners to quench the knowledge.
- **Special coaching classes** – Special coaching classes are arranged for the weak students, based on their performance in Class Tests and Internal assessment Tests. A separate time table is prepared which is approved by the Principal and classes are conducted after regular class sessions.
- **GATE/ Competitive exams coaching classes** – Special preparatory classes are organized to the

advanced learners those who are willing to pursue higher studies in reputed organizations or for their better placement.

- Course teacher maintains a record of tests and assignments submitted by the students. The teachers also monitor the progress of each student continuously and offer special coaching for the improvement of their academic performance.
- Capacity Building measures extended for slow learners are:
 - Special classes thrice a week
 - Additional reading material in compressed form prepared and distributed
 - Discussions outside the class
 - Personal, academic and social counseling
 - Prepare Course material that emphasizes important Topics
 - Prepare Revision material which mainly focuses past University Questions
- Advanced Learners are identified by the course teachers from their active participation, involvement, performance in the classroom/laboratory activities and the marks scored in the Internal Assessment tests.
- Capacity Enhancement measures provided for advanced learners are:
 - To Study advanced text materials and apply online certification programme.
 - Coach them for facing competitive exams.
 - Take part in various skills development programme
 - Participate and present papers in seminars and conferences conducted in other colleges
- The above process brings out the following outcome:
 - Improve the Students' in-depth Knowledge in Engineering domain
 - To score more marks in University Examination
 - Quality of projects is enhanced
 - Improve their placements in Reputed Companies

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

2.2.2 Student - Full time teacher ratio

Response: 97:12

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.15

2.2.3.1 Number of differently abled students on rolls

Response: 3

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this 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:

The learning process is made Student-Centric for their holistic development and knowledge enhancement and the entire system is geared towards this objective. The institution adopts the following Student-Centric methods.

Experiential Learning done through:

- ICT mode of teaching for active classroom participation
- Online learning through Spoken Tutorials for the courses offered in the syllabus
- Mandatory library hours to improve reference skills and knowledge level
- Learning through practical classes
- Incorporating audio visual materials using multimedia elements, and supplementing textbooks with digital text, movies and pictorial material, Google Applications, Microsoft Power Point.
- Opportunity to enroll for value added courses
- Synthesizing theory and practice through field-based study, project works and case studies
- Open book tests to train the students to think analytically and critically
- Visit to industrial houses and educational tours help the students getting practical exposure
- Help science students test out hypotheses learnt in classrooms

Participative Learning done through:

- Dialogic approach in teaching and collaborative learning
- Learning through programming classes, group-discussions, debates, paper presentation, seminars, lectures and quiz competitions
- Participating in curricular and co-curricular competitions
- Opportunity to participate in NSS to understand the Social needs and problems.

Problem Solving Methods of Learning:

- Learning in peer groups to do assignments and solve problems
- Discussions on GATE and Competitive Examination questions
- Discussions on research paper and journals for subject updates
- Case Study analysis

File Description	Document
Link for Additional Information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 62.99

2.3.2.1 Number of teachers using ICT

Response: 142

File Description	Document
List of teachers (using ICT for teaching)	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 97:12

2.3.3.1 Number of mentors

Response: 254

File Description	Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

The teacher uses Power Point Presentation to enumerate the contents of the course material. It helps them to represent in a more meaningful way, using different media elements.

Apart from regular lectures through chalk-and- talk, following innovative teaching approaches are being practiced in various departments.

- LCD projector screens / Overhead projectors help the faculty to deliver
- Interactive lectures and demonstrations of animations/ PPT / lecture contents.
- Laboratories with Internet Connection allow the students to widen their knowledge and skills. Some of the experiments during practical are also getting conducted using simulation tools.
- Charts and models are used by the faculty to explain the fundamental topics and advance

technologies, in theoretical and practical sessions

File Description	Document
Any 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: 100.08	
File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years											
Response: 6.58											
2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years											
<table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>18</td> <td>15</td> <td>12</td> <td>12</td> </tr> </tbody> </table>		2017-18	2016-17	2015-16	2014-15	2013-14	23	18	15	12	12
2017-18	2016-17	2015-16	2014-15	2013-14							
23	18	15	12	12							
File Description	Document										
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document										
Any additional information	View Document										

2.4.3 Teaching experience per full time teacher in number of years	
Response: 6.75	
2.4.3.1 Total experience of full-time teachers	

Response: 1521

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 11.19

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document
Any additional information	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 0.75

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	2	2	2

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

- Three unit tests, one model examination in theory subjects and one model examination for practical are conducted in each semester.
- The department will carry out internal assessment on all subjects based on internal test performance of the students.
- Continuous evaluation procedure is followed for practical subjects.

The Institute has taken correct measures for the effective implementation of evaluation reforms introduced by the University. The Institute nominates examination coordinators from each department for smooth conveyance of the examination. The examination committee members meet periodically to discuss all the examination related issues. At Institute level, effective implementation of Assessment tests takes place and results are declared within a week.

During the Induction program, the newly admitted students are updated about the attendance requirements, pass mark requirements, the grade systems and CGPA calculation for the internal assessments. The faculties enter attendance and marks of the students periodically on the University Web portal which would be accessed by the student at any time by using their Login credentials. Whenever the students have doubts, they are encouraged to clarify them by discussing with the teachers/principal.

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

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

The internal marks are based on the Internal Assessment Test, model exams and attendance percentage. Internal marks and attendance are periodically communicated to the parents.

The answer scripts of examinations are shown to the students after evaluation to bring out the discrepancies, if any, it is to be informed to the teacher concerned, and the necessary corrections are carried out. Head of the Departments periodically verify the Internal Assessment Records randomly to ensure free and fair assessment. The students are made aware of the Internal Assessment processes and evaluation procedures including revaluation and Review examination pattern of college and the university, well in advance through circulars as well as information printed in the college calendar.

File Description	Document
Link for Additional Information	View Document

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

- The attendance earned by the student and the marks secured in the Internal Assessment tests are entered periodically in the Anna University web portal as per the schedule provided by the university.
- Internal marks and End Semester University Examination marks are also communicated to the parents by post.
- Students and parents can see and verify the attendance and Internal assessment marks at any time in the University Web portal using their individual login Credentials.
- During Parent-teachers meeting, Progress and grievances faced by their ward are discussed.
- Student or parent may also use the college website for any grievances and queries regarding the Internal Assessment and the same is forwarded to the Head of Institution to take suitable action.
- For University Examination related grievances students can make use of individual student login with their credentials through which they can upload the grievances directly to the university.
- Moreover the students and parents can approach the Head of Institution for any University Exam related grievances (Name correction, non- receipt of certificates, feedback on university Examination question paper etc.). Head of the Institution makes a suitable representation to the university to set right the grievances made by them.

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

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

Before the commencement of Every Semester, Academic Calendar has been prepared based on Academic Schedule given by the University and the same will be distributed to all the Stakeholders Concerned. The calendar specifies the schedule for Working days, Internal Assessment Test period, Holidays etc. . Lesson plan is prepared by the faculty members for their respective subjects by keeping the Academic Calendar as a guide in the beginning of every semester. Each teacher prepares a subject-wise Lesson plan indicating the topics and the hours required for the completion of it. Teachers have to complete the portion before the commencement of Internal Assessment Test. It is an integral part of teaching and evaluation. The execution of the teaching plan is regularly recorded in the log book by the faculty. At the completion of each unit, it is submitted to the respective Heads of the Departments for monitoring of the implementation of the teaching plan.

The e- Academic Calendar is also made available on the college Website. Three Assessment Tests are conducted as per the academic calendar (based on Assessment Test schedule prescribed by the University). The evaluation is completed within week and a review meeting with the Head of the department is conducted. The Head of the Institution conducts overall review meeting with Heads of all departments.

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

2.6 Student Performance and Learning Outcomes

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

Response:

- **Program Outcomes (POs):** It represent the knowledge, skills and attitudes the students should have at the end of a course completion of their respective engineering program.
- **Course Outcomes (COs):** It gives the resultant knowledge and skills the student acquires at the end of each course. It defines the cognitive processes a course provides.
- **Program Specific Outcomes (PSOs):** These are statements that defines outcomes of a *program* which make students realize the fact that the knowledge and techniques learnt in this course has direct implication for the betterment of society and its sustainability.

Program Outcomes (POs) , Program Specific Outcomes (PSOs) and course outcomes are communicated to the stake holders of the program by the following procedures.

POs and PSOs are approved by the Department Advisory Board

POs and PSOs are available in the Institute website (www.msec.org.in).

POs and PSOs are kept in prominent locations of the campus for staff, students

and public view.

POs and PSOs are displayed in Department office, Laboratories and Department library.

POs and PSOs are communicated to employers and Alumni by sending mail and during the Alumni Meeting.

During the class committee meeting and faculty meeting POs and PSOs are reviewed among the students and staff members.

Vision and Mission of Institute and department are informed to the parents during Parents-Teachers Meeting.

Course Outcomes (COs) are framed at Department advisory board meeting. Department advisory board frames course committee for each courses with course handlers along with one subject area expert. The course outcomes and their mapping with program outcomes and program specific outcomes are elaborately discussed and derived by the course committee members.

Even though the COs are given by the Anna University along with the syllabus, if necessary, the COs are modified and reframed by the course committee members (CC).

COs are communicated to the students during the introduction class itself. COs along with lesson plan are printed and issued to the students during the first class.

During the discussion of the course, the outcomes of the course are also focused. During the commencement of each unit and after the completion of the unit, the course outcomes are reviewed

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

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

During every class hour an environment is provided where teacher closely interacts with the students and the student freely expresses his difficulties. Assignments are provided in between the internal and class tests and the performance of the students in them indicates if the student has assimilated knowledge about the subjects that were taught.

The three internal test mark indicates the performance of students. The college through individual department communicate to the parents the marks the student has earned during the three internal tests so that the parents are aware of the performance of their wards and corrective actions can be initiated by their parents.

Based on performance of students in three internal test and model exam internal marks are allotted for each student through Anna university web portal entry. Students can check the internal mark by log in with their student id in anna university website (coe1.annauniv.edu)

The average pass percentage of the class in the end semester examination is also an indication of the general progress of the class as a whole.

The CIE and University results and rankings are assessments to check if outcomes are achieved.

The average pass percentages of the batch that passed out during last five years as they passed through various semesters of B.E./B.Tech. degree programs and other pg programs are indicated in the Table below

Department	Result in percentage(%)						
	I	II	III	IV	V	VI	VII
B.E. Aeronautical	26/30=86.6	22/27=81.5	15/29=52	18/29=62	17/30=57	6/30=20	11/30=37
B.E. Civil	44/59=75	44/57=77	37/64=57.8	46/61=75.4	44/63=69.8	39/64=60.9	13/63=20.6
B.E. Computer Science and	21/40=53	20/50=50	16/42=38	32/42=76	32/42=76	29/42=69	27/41=66
B.E. Electrical and Electronics	20/40=50	21/39=54	22/52=42	21/52=40	30/53=57	23/53=43	22/53=41.5
B.E. Electronics and	38/61=62	47/61=77	32/64=50	27/64=42.24	43/63=68	34/63=54	19/63=30.16

Communication							
B.E. Marine	21/27=78	21/26=80	19/30=63.3	18/30=60	17/30=55	30/30=100	26/29=90
B.E. Mechanical	69/84=82	70/84=83	62/103=60	70/102=69	61/101=60	41/102=40	23/97=23.7
B.Tech. Chemical	34/38=90	33/36=87	29/38=76	34/37=92	31/37=84	30/37=81	29/37=78.4
B.Tech. Information Technology	6/15=40	7/15=46	4/12=33	7/10=70	8/12=67	5/12=42	6/11=54.5
B.Arch	15/32=47	16/32=50	16/32=50	11/32=34.4	15/32=46.87	20/33=60.6	31/31=100
M.E. Communication Systems	4/5=80	4/5=80	5/5=100	5/5=100			
M.E. Computer Science and	2/3=66	1/2=50	2/2=100	2/2=100			
M.E. Power Systems	1/1=100	1/1=100	0/1=0	1/1=100			
M.E. Structural	4/12=33	9/12=75	11/13=84.6	12/12=100			
M.E. Thermal	3/5=60	4/5=80	4/5=80	4/4=100			
M.Tech. Chemical	3/5=60	2/5=80	3/3=100	3/3=100			
M.B.A Master of Business Administration	16/29=55.1	13/29=45	21/29=72.4	26/29=90			
M.C.A Master of Computer Application	1/1=100	1/1=100	9/25=36	9/24=38	24/25=96	25/25=100	

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

2.6.3 Average pass percentage of Students

Response: 64.77

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

Response: 353

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

Response: 545

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.5

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 45.23

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.00	4.18	00	0.60	4.00

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

3.1.2 Percentage of teachers recognised as research guides at present

Response: 2.36

3.1.2.1 Number of teachers recognised as research guides

Response: 6

File Description	Document
Any additional information	View Document

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.17

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

Response: 25

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years	
Response: 406	
File Description	Document
Supporting document from Funding Agency	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

Mohamed Sathak Incubation Centre:

Our Institution is located in an eco friendly campus and our management encourages staff and students to carry out research projects that give practical solutions to problems which causes hazard to the environment.

It is an organization with a mission to promote the right practices of Engineering. The organization aims to solve problems like resourcing inventory and providing professional training to enhance Student's dream projects.

The college has recruited a team of members are from academic Institutions, Entrepreneurs and Industrialist under Research, Career Planning and Guidance Department. The team generates links with the industry through periodic visit to their office and participating in monthly and annual meets.

This helps in organizing programs for students of all years inviting industry experts to interact with the students. Apart from this the team also seek Student projects, internship, request to set up extended development centre and Centres of Excellence, guest lecture, problem statements, consultancy work, etc.

Following Activities are done through Incubation centre:

1. Research & Development Lab:

- To organize research promotion events like conferences, seminars, workshops, invited lectures
- To motivate faculty for doctoral and post doctoral research.
- To encourage faculty to undertake research projects in thrust areas in science and technology with funding from various national and international agencies.
- To promote research publications.

2.Cloud Bull Incubation Center:

Objective

- Customize Student application, including page layouts, fields, tabs, and business processes
- Create a secure Cloud environment
- Manage and import data
- Create reports and dashboards
- Set up workflow automation
- Sell student applications online

3. Centre of Embedded Systems:

- To learn Basic hardware and software concepts in the analysis and design of embedded systems, peripheral interfaces and performance analysis with hands-on design project.
- To design embedded computer system hardware
- To formulate an embedded computer system design problem including multiple constraints, create a design that satisfies the constraints, implement the design in hardware and software, and measure performance against the design constraints

4. Centre for Excellence in Practical Orientation Training onboard Ships

With ship in campus facility our students of Marine and other engineering branches can have hands on experience of operation, repair and overhauling of four stroke I.C Engines, generator sets, air compressor, heat exchangers, purifiers, boiler, incinerator, sewage treatment plant, various pumps and valves, electrical motors, alternators, instrumentation, control, automation, circuit breakers, main switch boards, distribution boards, relays, starters, protection equipment (Over current, reverse power), various safety alarms and cut outs. This facility will help the students to learn the starting, synchronizing, parallel operation and load sharing of alternators.

5. Entrepreneurship Development Cell

It encourages merging a relationship between the industry and the institution. Individual department interacts with industry to ascertain its needs to fill the gap in curriculum. The gap is filled by arranging workshops addressed by industry personals.

Industry institution relationship works in the following areas:

1. Industrial visits for students and faculties,
2. Conduct Workshops, Seminars
3. Research and Internship Trainings
4. Consultancy Works

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

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 109

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	01

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

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years**Response:** 3.33

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 4

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

Response: 6

File Description**Document**

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

[View Document](#)

Any additional information

[View Document](#)**3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years****Response:** 0.34

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

2017-18	2016-17	2015-16	2014-15	2013-14
23	22	4	16	16

File Description**Document**

List of research papers by title, author, department, name and year of publication

[View Document](#)

Any additional information

[View Document](#)**3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years****Response:** 0.97

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

2017-18	2016-17	2015-16	2014-15	2013-14
9	22	29	8	7

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

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

Extension Activities:

Mohamed Sathak Engineering College (MSEC) promotes regular engagement of faculty, students and staff with neighborhood community for their holistic development and sustained community development through various activities. The college motivates the student's social participation and also drives to achieve its goal of providing higher technical education to create equitable society with ethical values. The Institute is conscious of its role in campus community connection, well-being of its neighborhood and has initiated a number of community development activities.

To track the involvement of students in various social activities, the Institute has established a mentoring system wherein each faculty members act as mentor for 15 students. They keep records of their participation in such activities. Faculty advisor has to file the student participation in such extension activities in the respective file.

The college is continuously organizing a number of extensions and outreach activities which are directly connected with students academic, social, cultural, community services etc., and the college management with the help of many voluntary organizations and NGOs organizes the outreach programs.

And our College provides the major extension and outreach programmes organized under the banner of National Service Scheme of the College with the details of faculty and student participation. The NSS student volunteers used to visit villages and extend their services regularly.

The NSS volunteers used to organize blood donation camp, free eye screening camp, free medical checkup camp, general awareness camp, rally for social awareness, cleaning the nearby villages, etc.

Exposure to extension and outreach activities sensitize the students towards social issues and also to legal and social remedies for matters like domestic violence, dowry, child abuse, beggars, female child, victims of violence, old and infirm, refugees and displaced persons etc.

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

- To help people in need and distress
- To understand and share the need of under privileged children
- To promote cleanliness in all span of life and common places, Juggi areas.
- To acquire social values and a deep interest in environmental related issues.
- Learning outcomes of the activity:
- Enlarge the knowledge of societal issues and problems and to search solution by getting involved with their lives.
- Build up relation and tie up with organizations/NGO to carry forward humanitarian work in future.
- Develop a passion and brotherhood towards community, affected people/animals and destitute.
- Develop skill and aptitude for problem solving.

The Following Extension Activities are done by MSEC,

- Blood donation camps
- Tree planting
- Cleanliness campaigns in Campus
- Awareness programs
 - Swacch Bharat
 - Food Safety
 - Wild life Safety
 - Disease Prevention (Dengue, Cancer, and Seasonal Diseases)
 - Drug Usage
- Environmental Safety and pollution
- Medicine and Health care Programs Like Eye camp, General Medical Camps
- Disaster Management Programs
- Government Services Like Election Trainings, Career Guidance Programs Science Expo
- Quiz and Sports Competition for School Students
- Independence and Republic day celebrations
- Off campus placement for other college students

File Description	Document
Link for Additional Information	View Document

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

Response: 23

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

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

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 46

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

2017-18	2016-17	2015-16	2014-15	2013-14
06	06	05	4	03

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

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 50.79

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-

wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
149	189	131	198	111

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 307

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
40	82	58	46	81

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

3.5.2 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: 40

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other

universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	0	1	10

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 universities 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 facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

Classroom Facilities

The Institution is provided with excellent classroom facilities. The furniture in classrooms which consist of the fixed and non-fixed type of bench and desk which can accommodate four members and for the individual, a fixed folded type chair and table. Each class is provided with white or blackboard and stage with a sufficient number of lights and fans. Good ventilation is provided and windows are covered with curtains. The Classroom is mounted with LCD projector and Wifi Connection for ICT Based Learning is also provided.

Laboratory Facilities

Institute has modern, well - equipped laboratories with the latest equipment and required software for the entire programme. A separate storage facility is provided to store raw material and consumables. In addition, it consists of first aid kit and fire safety measures. Labs are suitably designed to accommodate and run heavy machinery. Multiple power supplies like UPS, Genset and EB power are suitably provided for all the lab spaces.

Computing Facilities

MSEC (Mohamed Sathak Engineering College) provides well - equipped computer facilities with the best state of the art computer lab and research centre. A high speed optical fibre network enables students to access a wide range of services across the campus including all computer labs. The Institute has 45 Mbps internet connectivity throughout the campus which facilitates the students to enhance their knowledge on par with industry requirements.

General Infrastructure

The Institute provides the right environment with natural learning in harmony with nature, away from the odds of city life. The spacious and the earth-hugging buildings punctuated with landscaped pathways are designed to emphasize the learning ethics and regarded as an excellent centre for learning. The campus has Solar LED Lights, Academic Blocks, Computer Centers, Lecture halls, libraries, laboratories, conference halls, hostel and centres of excellence. It is an ideal, conducive, educational retreat where one can fully focus on studies and research and attain academic goals.

File Description	Document
Any additional information	View Document

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

Response:

SPORTS AND GAMES FACILITIES

The Institution has 4 acres playground for outdoor sports like Athletics, Cricket, Hockey, Football, Tennis, Volleyball, Basketball indoor stadium with shuttle badminton court, table tennis, chess, and carom are available to promote sports and cultural events. A full time Physical director works for the physical fitness of students and sports activities. College teams are taking part in Anna University Zonal level competitions and other intercollegiate competitions. Sports event competitions are conducted in interdepartmental level in an academic year and the winners and participants are awarded in Annual Sports Day celebration to encourage them.

GYM and Fitness Centre

Modern Gym offers a fun and safe learning environment that gives weight training, strengthening and weight loss programmes. We strive to develop student's confidence and determination through their mastery of skills and improved fitness. High – Quality instructions from energetic, enthusiastic and proficient coaches make this possible.

Cultural Activities

The Institution offers a good opportunity for the students to come out with their talents in Dance, Music, Art and Mime. Institute organises various cultural activities to make the students relax, enjoy and balance leisure. The Institution has an Auditorium with a capacity of 2500 to conduct cultural and other mega events. Frequent programs are conducted to encourage the student's participation.

File Description	Document
Any additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 70.43

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 21

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
any additional information	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 16.02

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
254.36	174.12	63.72	50.81	63.22

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

Koha is the first free software library automation package. In use worldwide, its development is steered by a growing community of users collaborating to achieve their technology goals. Koha's feature set continues to evolve and expand to meet the needs of its user base.

Full-featured ILS

In use worldwide in libraries of all sizes, Koha is a true enterprise-class ILS with comprehensive functionality including basic and advanced options. Koha includes modules for acquisitions, circulation, cataloging, serials management, authorities, flexible reporting, label printing, multi-format notices, offline circulation for when Internet access is not available, and much more. Koha will work for consortia of all sizes, multi-branch, and single-branch libraries.

Multilingual and translatable

Koha has a large number of available languages, with more languages every year.

Full text searching

Powerful searching, and an enhanced catalogue display that can use content from Amazon, Google, LibraryThing, Open Library, and Syndetics, among others.

Library Standards Compliant

Koha is built using library standards and protocols such as MARC 21, UNIMARC, z39.50, SRU/SW, SIP2, SIP/NCIP, ensuring interoperability between Koha and other systems and technologies, while supporting existing workflows and tools.

Web-based Interfaces

Koha's OPAC, circ, management and self-checkout interfaces are all based on standards-compliant World Wide Web technologies—XHTML, CSS and Javascript—making Koha a truly platform-independent solution.

Free Software / Open Source

Koha is distributed under the Free Software

No Vendor Lock-in

It is an important part of the free software promise that there is no vendor lock-in: libraries are free to install and use Koha themselves if they have the in-house expertise or to purchase support or development services from the best available sources.

File Description	Document
Any additional information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

In our Central Library, we have 118323 books in which, we have 29294 titles. Among this, we have 233 encyclopedias, 56 Gate Books, 146 Dictionary for Engineering & General, 1638 Microforms and 2550 Project Reports.

The Library is Providing the Old Question Papers reference Service to the students for their exam Preparation.

Besides, we are making them access the e-resources through subscription and freely available open access

resources.

All the Staff and Students are the member of our central library. Our Central Library is functioning from 9.00 A.M to 7.00 P.M on all working days. During Sunday, will function from 10.00 A.M to 4.00 P.M. so all the students can utilize the library effectively.

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

Response: B. Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 18.57

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
13.99	24.53	8.56	14.11	31.65

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library**Response:** No

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students**Response:** 10.84**4.2.6.1 Average number of teachers and students using library per day over last one year****Response:** 250

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure**4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

The Institute is committed to providing state-of-the-art IT infrastructure and services. With the growth of users, IT services and increasing internet bandwidth demand, the institution has scaled up the switching capabilities and implemented latest managed through optical fibre cables and Wi-Fi access. The Institute has high-end core switches and servers. The upgradation of computer systems is taken up on periodically. The printers and scanners are also upgraded with new additions to the laboratories, office, library and departments. The college annually purchases/upgrades and replaces or adds a fleet of computers, hardware's, etc as per the requirements. The IT infrastructure is continually upgraded. The bandwidth has been progressively increased from 16 Mbps to 45 Mbps over a period of 20 years to suit the demands. For ease of access, all blocks have been enabled with Wi-Fi(24 ROUTER). All the seminar and conference halls have been installed with LCD projectors. Biometric scanner based attendance capturing system is upgraded for faculty members.

File Description	Document
Any additional information	View Document

4.3.2 Student - Computer ratio**Response:** 89:30

File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

Response: 35-50 MBPS

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 35.42

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)

2017-18	2016-17	2015-16	2014-15	2013-14
358.07	285.79	145.88	301.54	228.8

File Description	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:**Laboratory Maintenance**

All the equipment and machinery of the laboratories are periodically maintained by the lab technicians. If the equipment/machinery is to be serviced during the warranty period, the supplier of the equipment/machinery will be intimated about the repair and it will be serviced either in-house or in the supplier premises based on the nature of the defect. After the warranty period if the equipment/machinery demands service, the technical staff attached to the respective laboratories service the equipment/machinery to the extent possible.

Computer and Accessories Maintenance

Due to a large number of computers and networking, a separate team looks after the maintenance of computers and networking. With this team, breakdown calls related to systems are quickly resolved.

Campus Maintenance

The people appointed for maintenance of infrastructure, on daily basis would report to the civil engineer of maintenance wing, any breakages and other maintenance requirements, and civil engineer arranges to get them rectified. Cleanliness & daily maintenance of the interior facility (classrooms, laboratories, library, hallway, and staircase) is done by the housekeeping team of the institute under the supervision of the college maintenance engineer. The Fire extinguisher is outsourced since refilling of the cylinder is done once in a year. The drinking water facility to the entire campus is done through RO plant.

Electrical Maintenance

Power supply, Generators and Electrical Repairs are looked after by the electrical engineer supported by electricians to facilitate the campus with reliable electric power. The power is supplied by the TNEB with a peak load of 95 kVA, and it is augmented by 6 diesel generators capable of giving a backup power of 430 kVA. The generators are meticulously maintained by the technical team. There are UPS systems in the campus, for server rooms and the lab equipment needing an uninterrupted power supply.

Library Maintenance and Utilization

The cleanliness of the library is maintained by the campus maintenance team regularly. All types of counter transactions are done using a barcode system. Barcode scanner based stock verification process is carried out every year in the library.

Sports Complex Maintenance and Utilization

Playgrounds, courts and Indoor stadium are well maintained by the ground markers (two members) of the physical education department under the supervision of the physical director on regular basis. These ground markers maintain the track and field regularly with proper marking. Students receive the sports kit from the physical education department for practicing by entering their name and roll number in material issue register and after completing the practice session he/she should return same in the physical education storeroom.

File Description	Document
Any additional information	View Document

NAAC

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 the last five years

Response: 53.49

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
921	1111	1414	1424	776

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Any additional information	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 12.92

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
557	391	252	94	0

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

Response: A. 7 or more of the above

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

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 11.78

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

2017-18	2016-17	2015-16	2014-15	2013-14
241	338	312	200	148

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 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 17.36

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
249	313	383	552	341

File Description	Document
Details of the students benefitted by VET	View Document
Any additional information	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	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
Any additional information	View Document

5.2 Student Progression

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

Response: 53.59

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

2017-18	2016-17	2015-16	2014-15	2013-14
238	337	309	199	148

File Description	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:** 4.18**5.2.2.1 Number of outgoing students progressing to higher education**

Response: 15

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

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)**Response:** 4.9**5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
00	1	01	1	0

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
35	30	32	31	33

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

5.3 Student Participation and Activities**5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national**

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

Response: 41

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	1	0	0

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

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

Response:

Every year, a student council is formed in each department comprising of six students representative from each class. The student council plays a vital role in Departmental activities such as organizing symposiums, seminars, conferences and workshops. The student representatives also participate in the preparation of college calendar every year to plan college activities Department wise. Council members and all the other students deliberately involve in their department feedback regarding curriculum, teaching learning and evaluation process.

The students involve themselves in events such as college day, hostel day, Independence day, Republic day and various activities. The student representatives actively participate in Sports committee, cultural committee, magazine committee, calendar committee etc. The college provides ample avenues for developing technical skills, updating knowledge, personality development and service to the society through various Associations and Societies. There is a staff advisor to guide the students for smooth and effective functioning of the Associations. The student representatives involve in the preparation of college calendar every year to plan college activities Department wise. Especially Department symposia are completely planned, organized and conducted by the students under the supervision of the faculty.

The Students Representative plays an important role in encouraging and motivating students to involve in

social service schemes like NSS, YRC, RRC, etc., They also create awareness among students regarding the necessity of making the college a 'Plastic-Free Zone' and maintaining cleanliness of our college.

File Description	Document
Link for Additional Information	View Document

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 2.6

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	3	1	4	2

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / 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 non financial means during the last five years

Response:

Developing an active and engaged alumni network empowers both the Institute and its graduates. Whether our alumni are interacting with the Institute or its student body, attending events, their contributions make a difference to the Institution.

MSEC Alumni Association (MSECAA) creates and maintains a life-long connection between MSEC and its alumni. In collaboration with an extremely dedicated team, the Alumni Association works to connect alumni, support students, and build an unforgettable Institute experience through a diversity of events, programmes and services. MSEC Alumni Association is registered as a society under Government of

Tamilnadu Societal Act during the year 2014 with the Registration Number. 36/2014. With over 3,000 registered life members, MSECAA is functioning diligently to serve its alumni and alma mater, as well as for the society.

The mission of the Association is to foster strong bonds between alumni, students and the Institute, to keep alumni informed, and create a network enabling them to remain engaged with their alma mater and help shape its future through the Association's programmes and services. MSEC Alumni Association continues to seek innovative ways to serve alumni by providing social, educational, and professional opportunities that appeal to our broad constituency.

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

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

Response: ? 5 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 13

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	0	3	3	3

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document
Report of the event	View Document

NAAC

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:

Vision

To be an institution of repute and rare creativity in providing quality education with technical endeavor and research opportunities of very high standards to the students, who in turn shall contribute to the advancement of the society and human kind.

Mission

- To provide Quality Education to the students across the country.
- To motivate them to acquire skills and disseminate knowledge.
- To achieve academic and Professional excellence.
- To offer the frontline facilities and sophisticated environment.
- To endow with Expertise Faculty by providing opportunity to promote the students' skills and knowledge.

Quality Policy

To become a Premier Institute of National Repute by Providing Quality Education, Successful Graduation, Potential Employability and Advanced Research & Development through Academic Excellence.

To Develop and Make Students Competent Professional in the Dynamic Environment in the field of Engineering, Technology and Management by emphasizing Research, Social Concern and Ethical Values through Quality Education System.

About the college

Mohamed Sathak Engineering College (MSEC) was established in Kilakarai in 1984. It is worth to note that MSEC was the very first Self – Financing Engineering College established in the state of Tamilnadu. We are the pioneers in the field of Engineering possessing rare courses from like Aeronautical Engineering, Chemical Engineering, Architecture, and Marine Engineering. So far more than 15000 UG & 2500 PG students got graduated from our institute and are placed well off in National & International Levels.

The College has more than normal facilities expected of an Engineering College of high standard. Classrooms are spacious and airy. All the labs are well equipped. Computer laboratories are well organized with Internet facilities available to each and every student. Language lab is established with all modern equipment enabling students improve their communication skills. A computerized Library with well-stacked volumes of books and journals quenches the intellectual thirst of the students. Vast playgrounds and a multi-station gymnasium keep the students fit and healthy. Separate hostels are there for boys and

girls.

- Mohamed Sathak Trust, a charitable and educational organization, was established on 26 October 1973 at Chennai, by the Philanthropic Mohamed Sathak Family of Kilakarai, Ramanathapuram District, Tamil Nadu, with the sole purpose of helping deprived people from rural and financially challenged background to obtain quality education.
- The first self-financing engineering college in the country was established by the Trust in 1984 at Kilakarai, and from that day onwards the Trust has been contributing to provide quality education with academic excellence to meet the requirements of industries at national and international levels.
- The trust has an impeccable track record of running quality educational institutions from higher secondary level to the under graduate and post graduate levels in various discipline such as Engineering Technology, Arts and Science,
- We believe that "Verily God will not change the condition of a people until they try to change themselves". We focus on doing right things without any bias and with charitable mind would strive to do build an institution of academic excellence and help in building the nation.

File Description	Document
Any additional information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The institution functions with the method of decentralized governance system. The head of the department has been bestowed with the authority of deciding the activities and delegating the responsibilities to the staff members. The department decides on timetable, subject allocation, purchase and maintenance of equipment and consumables, organizing conferences, symposia, guest lectures and workshops and recommends necessary industrial visits, in-plant trainings, internships and MoUs. The institution is functioning effectively with the culture of participative management which enables the faculty and students to give their opinion and suggestions for improvement. All the academic activities are decentralized and decisions are taken based on discussion and deliberations in the class committee meetings, department meetings, faculty meetings, HODs' meetings with Principal and HODs meetings with CEO. The Principal coordinates with the departments, administration and management. Participative management provides extensive scope for having collaboration among the departments and ensures the quality of planning and implementation of all the activities in the institution uniformly and as a team.

Every year Academic Planner is prepared at the closure of the previous academic year. Principal will convene the HODs' meeting. HODs, Dean, Training & Placement, Sr. Librarian and Director of Physical education will attend the meeting.

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The college has a perspective plan for its development, which includes perspective planning for teaching and learning, research and development, community engagement, human resource planning and development, industry interaction, internationalization.

The goal and actions for **teaching and learning** in the perspective plan are as follows:

1. **Goal:** To explore, experiment, adopt and follow best practices in teaching and facilitate an environment for self-learning and develop life-long learn ability.
2. **Action:**
 - Dissemination of best practices in leading institutes to the faculty members
 - Encouragement for their experimentation and adaption
 - Encourage faculty to implement methodologies of active learning,

Project Based Learning, Flipped Classroom

- Encourage faculty for the creation and use of digital content,

MOOCS

- Encourage students for self-learning, active learning and project based learning

The goal and actions for **research and development** in the perspective plan are as follows:

1. **Goal:** Institute will be recognized for its significant contributions in research and development in science, engineering and technology
2. **Action:**
3. To establish design center and center of excellence
4. To encourage and facilitate faculty members for consultancy
5. To promote collaborative research
6. To create awareness on intellectual property rights among students
7. To start Ph.D. programs in all departments

The goal and actions for **community engagement** in the perspective plan are as follows:

1. **Goal:** To strengthen community engagement through collaborations with society, industry and academia – both at the local and the global level
2. **Action:**
3. Identify and explore ways to collaborate with other organizations for community development
4. Promote NSS and professional societies activities for community development
5. Sensitize students on community issues

The goal and actions for **Human resource planning and development** in the perspective plan are as follows:

1. **Goal:** To develop human resources to achieve academic and administrative excellence.

2. **Action:**

- To foresee and plan additional human resource requirement considering institution's growth plans
 - To organize need-based workshops for teaching and nonteaching staff members
 - To depute faculty and staff for development programmes
 - To mentor faculty for research
 - To create awareness on various policies and trends related to education
 - To groom leadership qualities and communication skills
- The goal and actions for **Industry Interaction** in the perspective plan are as follows:

3. **Goal:** To establish close industry interaction for giving industry exposure to students and faculty members.

4. **Action:**

- To invite industry experts for providing business aspect of technology to the students
 - To invite industry experts for curriculum development for making it more industry relevant
 - To explore opportunities for consultancy to the industry
 - To organize student and faculty visits to industries
- The goal and actions for **Internationalization** in the perspective plan are as follows:

5. **Goal:** To enhance visibility of the institute beyond national boundaries in terms of academic quality.

6. **Action:**

- To develop curriculum as per the global technology trends and opportunities
- To develop and make available online courses open to international students
- To explore collaborations with academia and industries abroad for research, curriculum development, workshops etc.

To encourage faculty members to visit institutions abroad.

File Description	Document
Any additional information	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The apex governing body is **Board of Management** and its key functions are:

- To establish, on the advice of academic council, divisions and departments for the academic work and functions of the Institute and to allocate area of study, teaching and research to them.
- To create teaching and academic posts, to determine number, cadres and qualifications there of as

approved by the Commission, statutory body concerned and the emoluments of such posts in consultation with the Finance Committee.

- To approve the award of Degrees and diplomas based on the results of examinations and tests and to confer, grant or award Degrees, Diplomas, Certificates and other academic titles and distinctions:
- To transfer or accept transfers of any movable or immovable property on behalf of the Institute:
- To manage regulate, and administer the revenue, the Finance, accounts, investments, properties, business and all other administrative affairs of the Institute and for that the purpose to appoint such agent or agents as it may deem fit;

Other statutory bodies and their key functions are:

Academic Council

The Academic Council shall be the principal academic body of the Institute and shall, subject to the provisions of the rules, have the control over and be responsible for the maintenance of standards of teaching, research and training, approval of syllabi, coordination of the research activities, examinations and tests within the institute and shall exercise such powers and perform such other duties and functions as may be prescribed or conferred upon it by the Rules of the Institution.

Research Advisory Committee

The committee advises the institute on matters related to research, patents and innovations carried out by the faculty/students. It also prepares the budget for research and get the same approved by finance committee and board of management

Planning and Monitoring Board

The Planning & Monitoring Board shall be the principal Planning Body of the Institute and shall be responsible for the monitoring of the development programs of the Institute. It has the right to advise the Board of Management the Academic Council or any matter which it considers necessary for the fulfillment of the objectives of the Institute.

Finance Committee

To consider the annual accounts and financial estimates of the Institute and submit them to the Board of Management for approval and recommend the annual budget and revised estimates to the Board of Management.

Board of Studies

Looks after all curricular matters.

The grievance redressal mechanism comprises of:

- Anti-ragging cell
- Women's Grievance Redressal Committee Complaints Cell
- Complaints cell

Recruitment, Promotion process are taken care of the members of Governing Council

File Description	Document
Any additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

Response: C. Any 3 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document
Any additional information	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

With the leadership of the Principal, every committee will be assigned with specific tasks pertaining to the requirements of conducting college functions. Heads of the committees monitor the works. A minimum of two meetings will be held prior to the function in the presence of CEO, Principal, HODs and Committee heads. The committees constituted are not permanent. Members are reshuffled for change of committees for different functions. This enables the members getting familiarized with any kind of activities related to any function. The conduct of functions fosters relationship and nurture unity.

The following is the minutes of the meeting held for the successful conduct of 30th Graduation Day on 19.08.2018

Chief Guest – vice chancellor Anna University

Mentors to be follow up the Online Registration UG- Students, PG – Students Committee list will be sent

Students have to pay advance of Rs. 700

In the academic year 2017-18, the 30th Graduation Ceremony was organized on 19.08.2018, Prof. Dr.M.KSurappa vice-chancellor ,Anna university Chennai - graced the occasion as the Chief Guest.

The following committees were constituted for the successful conduct of the 30th graduation day and the committees were entitled to execute the tasks as discussed in the minutes of the meeting held on 16.08.2017 in the HODs meeting with Principal.

Reception Committee	: Receiving the Chief Guest and invitees
Guard of Honour	: Chief Guest will be given guard of honor by Marine contingent
Helpdesk	: Registration Work
Stage Arrangement	: Stage Decoration Graduates
Robe Committee	: Robe distribution
VIP Robe	: To enable the guests getting robed for the ceremony VIP
Hospitality	: Taking care of the VIPs
Award of Certificates	: Distribution of certificates
Medals and Gifts to the Rank Holders:	Presentation of Management gifts
Catering Committee	: Taking care of food services to graduates, parents and guests
Transport Committee	: Taking care of transport facilities as recommended in the minutes of the meeting

Banners / Photography / Video, Press & Publicity: Bringing visibility and publicity

Seating Arrangement & Discipline: confirming the participation (out of UG- Students & PG –Students with their parents and relatives)

The following sequence of activities was done after constituting the committees.

- Conducting meetings for the committee heads with members
- Circulation of the Minutes of the Meetings among the members of the committees
- Execution of activities as planned
- Successful conduct of the function

File Description	Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The Institution has arrived at a faculty appraisal methodology over a period of time. It comprises, a self assessment based on the work load, qualifications, pass percentage of the classes the incumbent has taught, research publications etc. Another section of assessment is done by the HOD, mostly relying on the faculty's regularity, returning the test sheets in time, his research activities, his attitude to work as a team etc. and a third component by the Principal, counting mostly on his involvement in the development of the Institute. Obviously different weightages are given to each aspect.

Faculty are encouraged to organize and attend national and international conferences. At the time of starting the college, many faculty members were raw graduates, and the Management deputed faculty to do their Masters programme either through part time or if not feasible, through full time. At a certain stage, everyone was an M.E./M.Tech. Subsequently the faculty members were deputed for doing Ph.D. The Welfare measures for teaching staff and Nonteaching staff mentioned below

Welfare measures for teaching staff

- In minimum charge transport facilities
- Waiver of fees upto for teachers' children in the Institution
- Medical leave and Maternity leave
- Vacation for every semester
- Supporting for education of the children of the teachers in the group institutions
- Medical Support from our Indian Medical Systems
- Gifts and mementoes during Teachers' Day celebrations
- Sponsoring for attending conference, workshops and FDPs
- Reward for publication of papers / research articles
- Reward for producing University Ranks
- Awards for academic excellence / 100% pass
- Special Study Leave (SSL) to pursue higher education
- Subsidiary canteen fare for teachers
- Group Insurance

Welfare schemes for non-teaching staff

- Educational support to the children of the staff
- Granting medical leave / maternity leave
- In minimum charge, transport facilities
- Vacation for every semester
- Special Study Leave(SSL) for higher studies
- Reward for attending orientation programmes, workshops and conferences
- Gifts during Teachers' Day celebrations
- Family Get – togethers
- Subsidiary canteen fare for teachers

- Incentive for vehicle utilization or transport allowance for non-teaching staff
- Incentive for dress materials for housekeeping staff

File Description	Document
Any 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: 18.87

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

2017-18	2016-17	2015-16	2014-15	2013-14
30	53	23	28	32

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

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

Response: 19.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
20	18	13	16	13

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Any additional information	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 16.41

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
25	17	18	10	07

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Performance Appraisal:

- The Management, Principal and HoD's are involved in the review of the performance appraisal report.
- Top management reviews the performance of the faculty's appraisal, which reflects in increment, incentive, allowances and promotions in turn this will be communicated to the respective members.
- Promotion order copies are also filed in their individual files and maintained in the Principal office.
- Faculty members have been asked to fill the annual performance appraisal report every academic year.
- Appraisal based on the following criteria such as Experience (Teaching & Industry), Activities and Contribution made in academic and administration (Institution level, Department level & National level), developmental activities, Research, Contribution to the placement, self appraisal of the respective.
- Every year, faculty members have to submit a self appraisal form. This Performance Appraisal of

the faculty is evaluated according to the split up of marks for his/her teaching methodologies, course delivery, correction of answer scripts, regularity in taking classes and uniform coverage of syllabus and etc., These points carries 90 marks out of 100. Performance appraisal reports give quantitative assessment of a teacher on three Key Result Areas namely, Teaching ,Research and Service. The targets are set for each of the

categories. The faculty members below the minimum target level are advised to attend Faculty Development Programmes inside or outside the college and opportunities are given for their improvement.

File Description	Document
Any 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 a pre-defined mechanism for internal and external audit. Internal Audit is performed by officials deputed from Trust office. External audit conducted by the chartered accountant. At the end of every odd semester of the academic year stock of every department is verified by the faculty members from other departments who act as internal auditors. The qualified remarks if any, given by the auditor are taken into consideration for future course of actions.

During the course of Internal Audit, all required steps are taken to regularize the accounts and to obtain confirmations for the credit balances. The copy of the internal audit report covering all matters related to maintenance of accounts is preserved.

After the completion of external statutory audit, the final audit report with audit findings are submitted to the Management. The consolidation of the findings of the Institutions with Trust Central office has been completed and the annual returns have been submitted to Income tax Authorities, Registrar of Societies, Tamil Nadu and to the other relevant authorities concerned

Department heads prepare the budget proposal based on their requirements and submit to the management every academic year. The top management reviews the budget proposals and approve accordingly.

Fee collected from students is the major source of the Institution. In addition management is funding for capital expenses like new building and major equipments required if any. The audited income and expenditure statement for all the previous years are available with accounts section of the college.

The financial resources of the institute are managed in a very effective manner. There is fully computerized accounts department in the institute. Each and every transaction is supported by the vouchers. All the collections are in the bank and all expenditures, recurring and non-recurring, are incurred through cheques. Only duly authorized persons can operate the bank account.

File Description	Document
Any 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) (INR in Lakhs)

Response: 12.94

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

2017-18	2016-17	2015-16	2014-15	2013-14
1.972	3.25	2.97	2.18	2.57

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Annual statements of accounts	View Document

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

Response:

1. Recurring Sources

- **Fees Receipts**

Students are admitted as per Tamil Nadu Government Higher Education norms. 50% of students through Anna University counseling and remaining 50% of students are admitted through Consortium of Self Financing Professional, Arts and Science Colleges in Tamil Nadu. The fees amount collected from the Management Quota students' is higher than the fees collected from Government Quota students. As per the norms laid by the Fees Fixation Committee of State Government, fees amount is collected from each student. This amount is spent for recurring expenses i.e. Electricity, Maintenance and Vehicle fuel etc and part of infrastructural development activities as well.

Interest Earnings

Every year student's fees are collected from June to October. This amount is deposited in banks as short term deposits towards recurring expenses i.e. salaries, electricity maintenance and vehicle fuel etc. At the time of maturing the banks credit the interest of the concerned deposit, which is an additional income utilized for the development of the college.

1. Non-Recurring Sources

◦ Loans

The institute is getting Term Loans and Hire Purchase Loans from Public sector Bank with Minimum rate of interest through Mohamed Sathak Trust. This amount is utilized for the development of infrastructural facilities.

◦ Government Grants and Sponsorship Receipts

Institute is getting Grants from various Government Bodies i.e. AICTE, IEDC, DST etc. to purchase modernized laboratory equipments, latest version software and others. Apart from this, the college applies for getting grants to conduct various Symposiums, Seminars, National and International conferences and other similar activities.

◦ Non - Government Bodies and Sponsorship Receipts

Donations are received from Institutions' well-wishers (i.e. alumni and others) and Philanthropists for students' research and project activities. The college also gets various sponsorships from industries, private firms and individuals.

◦ Corpus Donation of Trust and Trust Contribution

The institution is functioning under Mohamed Sathak Trust, Chennai, Tamil Nadu. The Trust is registered under Tamil Nadu Societies Registration Act 1975. Every year Mohamed Sathak Trust gives corpus donations from well-wishers and various persons and philanthropists.

Optimal Utilization

• Recurring Expenses

Salary to staff, academic activities and payment of bank interest are done with fees collection.

• Infrastructural development facilities and Building construction works

Management allocates budget to create and upgrade the infrastructural facilities in tune with the modern trends and for construction works. Bank loans and corpus donations received from well-wishers and philanthropist are judiciously utilized for the same.

College purchases new vehicles as per student strength, through hire purchase loans from banks and loans are repaid with reduced rates of interest from the reasonable transport charges.

• Seminars, Conferences and Faculty Development Programmes and other co-curricular

The institute conducts the above said regularly and religiously matching with the latest technology, innovations, research, changes and needs for the society.

• Extra-curricular activities

Indoor sports complex has been created to provide ample opportunities for conduct of sports and enabling student participation.

- **Green Atmosphere**

Enough care is taken to maintain cleanliness in the campus which coexists with godliness and fund injudiciously utilized

File Description	Document
Any additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

The Internal Quality Assurance Cell of Mohamed Sathak Engineering College was established on 04.10.2012 with Mr. Mohamed Rafi as the coordinator of the Cell. The main focus of IQAC is to establish quality metrics consistently in all the initiatives of academic and administrative activities for overall growth of the college. Being a participative cell of the Institution, it works on evolving strategies to get rid of shortage and enhance quality. Thus the IQAC is channelizing the efforts of the University towards achieving holistic academic excellence. The cell is working effectively for the overall quality improvement.

All the academic committees of the institution work together with IQAC. The decisions and suggestions are followed and implemented effectively and they communicate with faculties and students through the head of the respective departments. The IQAC is monitoring the entire process of the academic quality and reports to the Principal and the Steering committee. The decisions are forwarded to the management for approval and they also take initiatives to facilitate the development and quality improvement of the environment in the institution.

Members of IQAC

Sl. No.	Name	Designation	Mobile Number	E-mail
1	DR.J.ABBAS MOHAIDEEN	PRINCIPAL	89390 15015	principal@msce.edu
2	Prof. HAROON RASHID	HOD/AERO	96776 72301	aerohod@msce.edu
3	Prof. MOHAMED RAFI M	HOD/MCA	94423 80825	mcahod@msce.edu
4	Prof. SHEIK FAREED S	HOD/DASH	99945 88212	sheikf@msce.edu
5	Prof. PEER OLI H	HOD(I/C)/ECE	97914 87778	peer@msce.edu
6	Prof. KARTHIKEYAN R	HOD/CSE	97919 19585	mseccsedep@msce.edu
3	Prof. MUTHUVEL A	AP/ECE	97891 04327	muthuvel@msce.edu
8	Prof. ABBAS KIYASUDEEN P	AP/MECH	99940 69448	abbaskiyasud@msce.edu
9	Prof. SATHISH KUMAR V R	AP/CSE	99940 99857	sathishkumar@msce.edu

10	MR. NAGARAJAN K	Advocate	94433 80143	advсудар5
11	Mr. BALA SUBRAMANIAN S	SITE ENGINEER	91599 78037	balacivil8
12	Mr. SULTHAN ALAUDEEN A	SYSTEM ADMIN	99944 85210	systemadmi
13	Mr. MANIKANDAN K S	WEB DESIGNER	85083 30303	msecadvt

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

Response:

MSEC has integrated framework for Quality Assurance of the academic and administrative activities. All the departments, with the teaching and non teaching faculty carry out the activities as per the processes and forms.

- Discipline should be maintained inside the college Campus.
- Regular conduct of class work and laboratory work.
- Regular monitoring of individual student's attendance is submitted to the principal every day.
- Performance of the students is continuously evaluated by the student counselors and mentors
- Semester wise performance and results were compared and analyzed with other University affiliated colleges.
- The institution regularly collects feedback from the students and evaluates the teaching process of faculty.
- The Head of the department separately evaluates the performance of the faculty.
- Separate students counseling is available which advices each student individually.
- Detailed course handout is prepared in unit wise order, as per the prescribed syllabus.
- Lab manuals are prepared by the faculty and made available to the student in printed format.
- Special training programs were organized for the students to improve their communication skills, soft skills, leadership qualities etc.
- The heads of the department conduct various faculty meetings to discuss the academic progress of the students.
- The performance of the students in the periodical tests and remedial measures for the slow learners was discussed.
- Industrial internships were planned for the students to facilitate the practical learning.
- Participation of National and International technical events was encouraged to get exposure.

All the academic procedures were planned in the beginning of the academic year under various processes are laid down by the institute.

Some of the processes are mentioned:

- Completion of syllabus on particular time.
- Internal and model Examination schedule.
- Submission of question to the exam cell by the respective department.
- Marks of the internals and model exam submission.
- Review meeting with the principal
- Completion of record note book.
- Revision classes.
- Submission of log book to the respective HOD.
- Commencement of university theory exam and lab

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

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 22

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
13	39	54	51	31

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

Response: B. Any 3 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document
Annual reports of institution	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

- It is an ISO 9001-2015 certified Institution.
- Approved Research Centre for Chemistry Department by Anna University, Chennai.
- Approved as Nodal Centre for Quality Improvement Cell by Anna University, Chennai.
- Accredited by NBA, New Delhi for B.E- AERO, MECH, EEE, ECE, and MBA.
- Facilitate NPTEL / MOOC / Open ware courses to students, spoken tutorial classes.
- The growth of infrastructure in the last five years has been upward. New indoor stadium for sports, closed auditorium with a seating capacity of approximately 5000 students.
- Involvement of students in sports activities. Our students continuously have bagged the Anna University Zonal title, winning the Championship Award for the record 7th consecutive time (2011-2017). MSEC TIES 2008 was hosted in our campus with a participation of 200 colleges from all over Tamil Nadu.
- There is a continuous increase in the number of University ranks year on year and MSEC Engineering College has bagged the highest number of university ranks among the Anna University affiliated colleges for the past three consecutive years.
- Regular/Periodical conduct of International Conferences/National Conferences and workshops. Introduction of Mentor books for students counseling.
- Getting digitalized in more number of academic operations Identifying best practices and implementing the same, year after year, as a team from top management to bottom level discussions.

File Description	Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 19

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

To create awareness of equality in students & staff, institute provide equal opportunity to male & female staff and students for all the activities & processes which include administrative, teaching, co-curricular, extracurricular, sports, higher studies, appointments, committees, placements etc.

- Institute has formed various grievance cells to resolve the issues of students and staff.
- Special talk by experts arranged for girl students and female faculty members.
- Apart from grievance cell, suggestion boxes are installed in each department where students and staff can provide their anonymous suggestions / problems related to various issues.

Safety and Social security:

- Institute has an enormous responsibility to strengthen the safety.
- Institute has video surveillance system to keep watch over the diverse assortment of facilities.
- We have installed CCTVs on all the floors including Principal's cabin, library, exam section, corridors, seminar halls. A system of properly installed security cameras ensure the safety of students, faculty, and facilities in the institute. The use of CCTVs in the institution helps to keep the students in check and under control.
- The campus provides the facility of security guards to deal with the all-hazards related to safety and security.

Counseling:

The institute has formed an **Anti-ragging committee** chaired by senior faculty of the institute & comprising of faculty representatives and student representatives so as to avoid an undue incidences of ragging either in college or in hostel. If any of the stakeholders are affected by tragic incident, the faculty members and the students of the institute voluntarily come forward to help the concerned. Our institution has **Grievance cell** to handle the various issues like women's right & security. Grievances cell consisting of Principal and senior faculty members at institute level is active to solve the student related problems. **Guardian Faculty Member** regularly counsel regarding attendance, behavior, performance of the students in the exam.

Well furnished and spacious common room:

A space for students to hold meetings, study, or simply relax. The common room is a warm and welcoming place, a perfect blend of fun and function. It is sometimes appropriate for events hosted by student groups, particularly formal events that involve faculty or groups such as support groups that require an atmosphere of privacy. Recreational facilities are available in the common room. The institute has **separate common rooms** – one for the girls and the other for the boys. Both Girls' and Boys' common rooms are spacious and airy.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:**1. Percentage of annual power requirement of the Institution met by the renewable energy sources****Response:** 0.95**7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)****Response:** 00**7.1.3.2 Total annual power requirement (in KWH)**

Response: 91791	
File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs	
Response: 58.31	
7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)	
Response: 24606	
7.1.4.2 Annual lighting power requirement (in KWH)	
Response: 42200	
File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

<p>7.1.5 Waste Management steps including:</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • E-waste management <p>Response:</p> <ol style="list-style-type: none"> 1. Solid waste <ol style="list-style-type: none"> 2. Liquid Waste 3. E-Waste <p>SOLID WASTE MANAGEMENT:</p> <p>To reduce solid waste (like paper, disposable cup, plastic, chart etc) students and staffs are have to know the clear view about the proper waste management through the lectures, advertisement on notice boards, displaying slogan boards in the campus. Waste is collected on a daily basis from various sources and is separated by its types through the various types of dustbin. The separated waste are disposed in proper way.</p> <p>LIQUID WASTE MANAGEMENT:</p>
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SEWAGE TREATMENT PLANT [STP]

Sewage is the liquid waste containing different types of contaminants. The contaminants may be physical, chemical or biological contaminants. The process of removing contaminants is known as sewage treatment and it done by Sewage Treatment Plant. It is also known as waste water treatment plant.

In our institute we separately construct this STP plant to clean the sewage water get it from the hostel. This sewage water collected from the men's hostel with the help of pipeline and its stores in a tank for waste water treatment. The STP process followed in the plant after the process the purified water stored in tank for reuse purposes.

E WASTE MANAGEMENT:

E-Waste management is nothing but the proper disposal of Electronic Device & Electronic Materials.

In our Institution, We properly collect the E waste and disposed.

File Description	Document
Any additional information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus**Response:**

Now a days, Water crisis continues to become severe. We are in need of clear view in water management. Rain water is one of the most precious natural resources.

We conserve this by the method of **Rain water harvesting**. Rain water harvesting is nothing but collecting and storing of rain water from the rain falling area.

In our institution roof top rain water harvesting system of catching rain water where it falls. Rain water is collected from the roof top of the building and its passes through the pipe line to the storing place of bore well.

File Description	Document
Any additional information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**

- b) **Public Transport**
- c) **Pedestrian friendly roads**
 - **Plastic-free campus**
 - **Paperless office**
 - **Green landscaping with trees and plants**

Response:

a) Public Transport

Apart from the bus facility, the members and students use public transport for their convenience. The institution instructs the students on transportation etiquette like to remain polite, to follow traffic rules, offer their seats to the elderly, pregnant women etc

b) Pedestrian Friendly Roads

Pedestrian Roads provide a safe path for people to walk along that is separated from the motorized traffic. They aid road safety. The institution wants to expand the pedestrian road surrounding the campus to encourage more multimodal transportation.

d) Plastic free campus

Initiative has been taken to make campus plastic free by discouraging use of plastic bags to minimize environmental damage and risks associated with it.

e) Paperless office

The use of paper is greatly reduced by maintaining e-records. This reduce carbon footprint.

f) Green landscaping with trees and plants

1. Shade giving plants are planted to keep the campus clean and pollution free.
2. Events like tree plantation, rally, swachata abhiyan are organized regularly.

File Description	Document
Any additional information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 3.77

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
3.8056	3.7637	3.7415	3.758	3.7574

File Description	Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

Response: D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 22

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	01	01

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 11

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
Report of the event	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 28

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
04	03	06	03	05

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Our students are on a mission towards better India. They come together breaking the boundaries of religion and caste. The institution celebrates days of national importance like Independence Day, Republic day with fervour and festivity. Death and birth anniversaries of great personalities, important days of national and international events are also celebrated meaning fully. The institution celebrates these days of national importance to recall the events or contribution of our leaders in building the nation. Thoughts of great Indian personalities sowed into the young minds through the exhibitions and programmes conducted on these days. Every year teacher's day is celebrated on September 5th recognising the contribution and achievements of teachers, engineers day on 15th September, to celebrate the contribution and achievements of engineers and inculcate a sense of pride is religiously celebrated. The institute also conducted a massive plantation campaign to mark the birth anniversary of Dr. APJ Abdul kalam to foster and encourage innovation in the young minds.

The college celebrates the following

67th Republic day celebration	26.01.2016
Marine Maritime	04.04.2016
Independence day special PATTIMANTRAM	07.08.2016
70th independence day 2016	15.08.2016
Teachers 'day celebration (Dr.S.Radakrishnan birth day)	06.09.2016
68th Republic day celebration	26.01.2017
Dr.APJ.AbdulKalam movement for national integration	26.01.2017
National maritime celebration	4.04.2017
71st independence day 2017	15.08.2017
72nd independence day 2018	15.08.2018
VEETUKU ORU VINGAANI (for engineers day celebration)	17.08.2018
World space week celebrations -2018	08.10.2018
House of kalam (3rd remembrance day	24.07.2018

File Description	Document
Any additional information	View Document

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

The conduct of Mohamed Sathak Engineering College and its faculty, staff, and administrators are ethical and responsible. A focus on integrity and ethics can be found in established institutional policies, practices, and procedures. Various Committees too help in this regard. Two representative of the Teaching faculty is on the Governing Council. Frequently various internal audits were conducted for the smooth functioning of the institution. The periodical inspection reports were verified by the trust members and the chartered accountants, ensuring regulatory compliance with matters materially impacting institute operations. The handling of revenue is done with proper accounting and proper approval. Based on the budget proposed the allocation of funds were done and monitored for proper utilisation. The trusteeship and governance committee ensures the integrity of the Board. Budgetary and operational integrity is assured through the annual audit conducted by external auditors.

The Principal is ably assisted in the day to day administration by the teaching and the non-teaching staff in all academic and administrative matters respectively. Academic policies and student life policies also provide evidence of a commitment to academic integrity. MSEC is an Equal Employment Opportunity institution. Faculty and staff searches are conducted in a fair and ethical manner and in accordance with relevant local, state, and federal laws. The Institute is committed to recruitment and hiring “without regard to race, colour, religion, sex, age, gender identity and expression, familial status, political affiliation and participation in protected activities. All harassment and related complaints will be handled through a consistent process. Complaints may also be registered with the appropriate offices using forms and procedures for faculty, staff and students.

The fee structure for students are clearly presented to the Treasurer website as Finance brochures, published each year after approved by the Board of Trustees. The administration of this institute is clearly done by the Governing council members and the staff of this institution. In these meetings the College matters relating to finance, academics and development are discussed, future projections are formulated and progress is reviewed and evaluated.

File Description	Document
Any additional information	View Document

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)**Response:****7.2.1 : Skill Development for Enhancing Employability and to promote Entrepreneur Eco-system****Goal:**

- Enhance quantitative and aptitude ability of the students.
- Improve their ability to express their views and ideas without any fear.
- Help them to enhance their analytical and logic building ability, there by programming becomes a habit.
- Ensure that they use good vocabulary so that communicating with international clients will not be a problem.
- Inculcate self-learning as part of their routine learning activity
- Involving students in entrepreneurial activities.

Context:

- A decade ago recruiting companies gave a feedback that students were technically good but need to be trained for (communication) soft skills. That motivated us to go in for a plan of action and started organizing training programs for soft skills.
- Couple of years ago on interaction with recruiters we came to understand that students need to be introduced to recent technologies, as they are not part of curriculum. Hence by collaborating with various industries we have formed Centre of Excellences for different technologies.
- Last year companies stated that graduate engineers are expected to be productive from day one and whatever may be the stream of study, the students are expected to possess good programming ability.
- Due to the global scenario, it is essential to produce job providers than job seekers During their First year of study all students are given an orientation program to make them understand what engineering is all about.
- They are being introduced to various essential life skills that need to be possessed by an engineer. Students are given detailed introduction to the scope and opportunities available for their field of specialization.
- Motivational programs are conducted to ignite their thinking ability. They are also exposed to a workshop on creative thinking which is essential for any individual to innovate. Both written and oral communication skill development trainings are scheduled and conducted to all our students.
- During the second year, all our students are motivated and trained to take up the ? Business English Certification (BEC). Resource persons from British Council are made Additional training is provided to ensure that their analytical ability and reasoning ability are enhanced. They are motivated to participate in national level competitions conducted by various agencies and industries (like AICTE, Chrome Solution,ICTACT, Texas Instruments, IBM) to showcase and enhance their technical skills.
- During their third year of study students are trained to enhance their problem-solving ability.
- All students are mandatorily trained on enhancing their programming skills as all engineering graduates are expected to be computer literate.
- During the third-year students are provided with various opportunities to enhance their domain

knowledge and also enhance their presentation and communication skills.

- Various Centre of Excellence (COE) are set up to impart training on a specific domain. With the help of industry experts, we form core committees which will decide and frame the syllabus to be delivered as part of training through a COE.
- Faculty members are trained by industry experts who would subsequently train the students. In certain cases, industry experts, themselves train the students.
- Conduct Learn-wise programme through National Entrepreneurship Network and EDI, Government of Tamilnadu, which lead to students setting up startups.

Semester	Name	Duration
I	Orientation Programme	One day
	Motivation Programme	One day
	Life Skills Workshop	One day
II	Engineering Orientation Programme	Two day
	Creative Thinking Workshop	One day
	Motivation Programme	One day
III	Campus Readiness Programme	Two days
	Communication Skills BEC Training	Five days
	Mock Aptitude Test	
IV	Communication Skills - BEC Training	Two days
	Campus Readiness Programme	Two days
	Mock Aptitude Test	
V	Aptitude Training Programme	Five days
VI	Mock Aptitude Test (4,5,6)	
VII	Aptitude Training Programme using Smart	Two days
VIII	e Two days 8 Mock Interview Technical & HR	Two days

Evidence of Success:

Guidance for Competitive Examinations

GATE Forum resource material is available in the College Library. The Placement Cell provides competent training to the students on aptitude; verbal communication and group discussion which enable the students appear for various competitive examinations during their course of study and also after attaining the degree. Also we signed a MoU with Smart Leaders IAS, Chennai to provide guidance for our students on various aspects related to competitive exams.

Career Counseling is a process that will help the students to know and understand themselves and the

world of work in order to make career, educational, and life decisions. Career development is more than just deciding on a major and what job you want to get when they get graduated. There are a number of factors that influence your career development, including their interests, abilities, values, personality, background, and circumstances. In our college, we are giving career counseling to our students to get idea clear about their future career. The goal of Career Counseling is to not only help them to make decisions, but to give the knowledge and skills they need to make future career and life decisions. In each department, career counseling process for our students is conducted with the help of industrialists and our Alumni.

Soft Skills Development

Separate sessions for soft skills development is integrated in the placement training schedule through which the students can enhance the oral communication skill, personality development, collaboration and leadership qualities of the students. As a part of curriculum, communication skill lab is also in practice where the students are trained using a computer software package to strengthen their knowledge in listening, reading, writing and speaking. We signed MoU with various Trainers to make our students competent on soft skills by providing scheduled training.

Language Lab

Our language lab provides a rich environment to learn the language and a new outlook for the students to support themselves at the onset. As our rural and urban students have little exposure to communication skills, Communication Skills lab develops the Listening, Speaking, Reading and Writing (LSRW) skills. With the help of Aids, the faculties train the students to face interviews, group discussions and public speaking. Both fluent and less fluent students improve their effectiveness with the help of Communication Skills Lab. Online test is conducted to the students with the help of Intel Core due server. It cultivates the habit of reading passages from the computer monitor. The students can acquire comprehension skills after reading and listening to a text in the online test. Conversation, group discussion and mock interviews are conducted in the lab for the students. As students are asked to work in pairs & groups, they can speak English with confidence. The shy learners can get more benefits as they are working together. Active participation in Communication Skills Lab results in effective spoken language.

- During the academic year 2009, 2010 and 2011 we had a placement record of 80% to 90%.
- During the next three years, we had seen a little dip in the placement record due to recession
- For the past three years, after practicing the model of Centre of Excellence training we have seen our placement % improving from 81 to 85.

Problems Encountered & Resources Required:

- Making the students realize the importance of the training being imparted and make them participate with full involvement has been a problem in the beginning. As they see the fruits reaped by their seniors now most of the students are showing interest to become a member in any one of the Centre of Excellence.
- Trainers for many of the training programs are acquired through reputed training institutes. For technical training faculty members in our college are trained to deliver the content to our students.
- We have created the laboratories that are needed to train the students on various

7.2.2 Voluntary Blood Donation Camp

Mohamed Sathak Engineering College is conducting “BLOOD DONATION” camps regularly in the campus under National Service Scheme (NSS) in association with the Tamil Nadu State Blood Transfusion Council & Tamil Nadu State Aids Control Society and Meenakshi Mission Hospital & Research Centre, Madurai. The NSS unit is planning and organizing these events. It is surprising to note that the response of blood donors is very high. Many students and Teachers are voluntarily participating in the came to donate the blood.

NSS Programs are being coordinated by NSS Officers Dr. S.Booblan, HOD/EEE, and Mr. N.Meera mohideen, AP/Physics. We have immense pleasure in organizing such drives in our college campus. Our management is providing all needy helps in organizing such camps. We wish to conduct many more such events in the college in the forth coming years. Many free Health checkups programs are also being organized in the college campus for the benfit of students, Teachers and others. During these health check-up programs, the Doctors/Nurses conducts blood pressure and other tests We have been awarded with “**Best Motivator awards**” for the year 2012, 2013, 2016, 2017and 2018 for organizing such programs..

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

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

The most important objective of our college is the pursuit of Academic Excellence and Placements. Our College also aims at vitalizing the learning skills with a focus on futuristic demands, vitalizing teaching learning process, ICT, Human Values, and functional relationship with all the stakeholders for the holistic development of the individual and society. It also strives to create virtuous, meritorious personalities and to prepare professional, creative, and humane students to serve the humanity by setting a commendable tradition of initiative and imagination.

The institution stands apart from all other colleges by placing greater emphasis on producing professional students by providing value-based education and enabling the students to face challenges in modern life. The institute aims at instilling a sense of self-discipline and accountability among students and developing a respect for democratic, ethical, and moral values. The college provides the best amenities required for students to enhance their Technical skills, Academics, and Extra-curricular activities and brings out the best in them. The college produces more than 70% results with a total of 132 university ranks including 07 Gold Medals for last five years. Scholarships with a total worth of nearly Rs.28 lakhs are awarded to meritorious students every year. The placement cell “TPC CELL-TRAINING AND PLACEMENT CELL” is an integral part of our institution, ensures that the students are well trained and prepared to face their campus interviews effectively.

Training is imparted to the students from their second year in soft skills and technical skills. The academic and placement processes are complemented with a diverse array of opportunities provided to the students in enhancing their knowledge beyond academics. Various conferences, guest lectures, workshops, summit, celebrity chats are organized throughout the year, by which the students are exposed to the outside world work ethics and all the recent developments and innovations. To bring out the hidden talents of the students every year the institution conducts “STUDENT CHAPTER’S DAY”, Sports, cultural, etc. This event throws light on various arts and thus pushes the students to excel in Co-Scholastic areas as well. The institution has provided the best possible facilities in terms of infrastructure for teaching, learning and sports activities to make a student complete in all dimensions. The Classrooms, Laboratories, Smart classrooms, Group discussion halls, Library, Solved Question bank for all the subjects and Administrative office are highly conducive to the overall academic environment. The institution hosts fully equipped grounds for athletics, tennis, basketball, indoor badminton courts, and volleyball courts. As a result, students have performed well in state and national level sports events and secured many medals.

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

5. CONCLUSION

Additional Information :

Mohamed Sathak Engineering College has created impact in the surrounding area by way of imparting quality technical education, MSEC has implemented Quality Management System in line with International standard ISO 9001:2015 and is certified by TUV-SUD a leading ISO Certification Body.

Institution is blessed by many educationist and philanthropists to name few are Late Dr.APJ Abdul Kalam visited our campus in the year 2008.

- 10 Mega Blood Donation Camps organized by NSS for the past Five years.
- “Best NSS volunteer” awards each year, for the past Five years.
- Awards for mobilizing more than 2000 units of blood each year, for the past Five years.
- “Best NSS Programme Officer” award from Anna University. And “Best Motivator Award “ Received by the Principal from *Meenakshi Mission Hospital & Research Centre (MMHRC)*, as an internationally renowned centre for education

Concluding Remarks :

Right from its inception in 1984 with just three branches of undergraduate Engineering courses, the Institution has grown leaps and bounds both in its size as well as stature till this day and promises to continue in its progressive mode of placing at the hands of our nation , Engineers with knowledge, skill as well as human values. The Institution has been constantly refining its focus as well as modus operandi in achieving the Vision it has set for itself. The descriptive summaries and the accompanying data under each criterion are a proof of the sincere efforts of the Institution in this direction. It is a firm belief as well as the perception of the Management of this Institution that the growth in infrastructure, academics, research, co-curricular and extracurricular activities, activities on social and national issues for creating awareness as well as mitigating the problems, contributions in terms of activities of relevance to local community around the Institution - have all been in keeping with the expectations of NAAC - a wing of the UGC, highly relevant to the present-day educational scenario in the country.

As such, it is humbly submitted that this Institution, MOHAMED SATHAK ENGINEERING COLLEGE, KILAKARAI, deserves to be accredited well by NAAC. This accreditation will also be a milestone in its chronological history as well as serve as a great morale booster in accelerating its growth towards its nation-building efforts through Engineering education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Number of certificate/diploma program introduced during the last five years</p> <p>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>9</td> <td>15</td> <td>3</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>06</td> <td>01</td> <td>00</td> </tr> </tbody> </table> <p>Remark : As per the HEI data attached with the Metric the HEI has introduced 01 course in 2014-15 viz. CLOUD INFRASTRUCTURE & SERVICES and 06 in 2015-16 as listed below. LIBRE OFFICE SUITE AND LATEX, SPOKEN TUTORIAL -C, SPOKEN TUTORIAL -C++, SPOKEN TUTORIAL -JAVA, MOBILE APP DEVELOPMENT and CCNA ROUTED AND SWITCHING What the HEI has implied in its input is the conduct of these programs and not Number of certificate/diploma program introduced.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	7	9	15	3	1	2017-18	2016-17	2015-16	2014-15	2013-14	00	00	06	01	00
2017-18	2016-17	2015-16	2014-15	2013-14																	
7	9	15	3	1																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
00	00	06	01	00																	
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>7</td> <td>4</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>02</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : As per the HEI attached data with the Metric in response. Dr Muthushoba and Dr Doraimurugan have been appointed on BoS of Anna University for 2015-16 upto Feb 2019. They are counted in 2015-16 as 01 each but not for the other years of their tenure.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	19	7	4	3	3	2017-18	2016-17	2015-16	2014-15	2013-14	00	00	02	00	00
2017-18	2016-17	2015-16	2014-15	2013-14																	
19	7	4	3	3																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
00	00	02	00	00																	
1.2.1	Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years																				

	<p>1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 279 Answer after DVV Verification: 603</p>																				
1.2.2	<p>Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>1.2.2.1. Number of programmes in which CBCS/ Elective course system implemented. Answer before DVV Verification : 20 Answer after DVV Verification: 19</p>																				
1.2.3	<p>Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>704</td> <td>822</td> <td>1026</td> <td>976</td> <td>526</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>514</td> <td>537</td> <td>486</td> <td>402</td> <td>29</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	704	822	1026	976	526	2017-18	2016-17	2015-16	2014-15	2013-14	514	537	486	402	29
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704	822	1026	976	526																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
514	537	486	402	29																	
1.3.2	<p>Number of value added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years Answer before DVV Verification : 48 Answer after DVV Verification: 41</p>																				
1.3.3	<p>Percentage of students undertaking field projects / internships</p> <p>1.3.3.1. Number of students undertaking field projects or internships Answer before DVV Verification : 453 Answer after DVV Verification: 343</p>																				
2.3.2	<p>Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.</p> <p>2.3.2.1. Number of teachers using ICT Answer before DVV Verification : 160 Answer after DVV Verification: 142</p>																				
2.3.3	<p>Ratio of students to mentor for academic and stress related issues</p>																				

	<p>2.3.3.1. Number of mentors Answer before DVV Verification : 254 Answer after DVV Verification: 254</p>																				
2.4.3	<p>Teaching experience per full time teacher in number of years</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 1715 years Answer after DVV Verification: 1521 years</p> <p>Remark : As per the HEI data attached with the Metric in response.</p>																				
2.4.4	<p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p> <p>2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>3</td> <td>6</td> <td>6</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	6	3	6	6	6	2017-18	2016-17	2015-16	2014-15	2013-14	00	00	00	00	00
2017-18	2016-17	2015-16	2014-15	2013-14																	
6	3	6	6	6																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
00	00	00	00	00																	
3.1.1	<p>Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)</p> <p>3.1.1.1. Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2.02</td> <td>1.49</td> <td>10.49</td> <td>1.08</td> <td>30.15</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0.00</td> <td>4.18</td> <td>00</td> <td>0.60</td> <td>4.00</td> </tr> </tbody> </table> <p>Remark : Most of the data pertains to student internship stipends and project work. These are not research projects. The HEI has also included research project of 2012-15. Since 02 years have passed only 1/3 of recurring is considered. Grant vide letter of SERB 29/6/16 of 04 Lac is research project.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	2.02	1.49	10.49	1.08	30.15	2017-18	2016-17	2015-16	2014-15	2013-14	0.00	4.18	00	0.60	4.00
2017-18	2016-17	2015-16	2014-15	2013-14																	
2.02	1.49	10.49	1.08	30.15																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0.00	4.18	00	0.60	4.00																	

3.1.3	<p>Number of research projects per teacher funded, by government and non-government agencies, during the last five year</p> <p>3.1.3.1. Number of research projects funded by government and non-government agencies during the last five years Answer before DVV Verification : 41 Answer after DVV Verification: 25</p> <p>3.1.3.2. Number of full time teachers worked in the institution during the last 5 years Answer before DVV Verification : 1206 Answer after DVV Verification: 406</p>																				
3.2.2	<p>Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years</p> <p>3.2.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 831 1046 965"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>16</td> <td>27</td> <td>27</td> <td>23</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1043 1046 1178"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>01</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	16	16	27	27	23	2017-18	2016-17	2015-16	2014-15	2013-14	00	00	00	00	01
2017-18	2016-17	2015-16	2014-15	2013-14																	
16	16	27	27	23																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
00	00	00	00	01																	
3.3.3	<p>Number of Ph.D.s awarded per teacher during the last five years</p> <p>3.3.3.1. How many Ph.Ds awarded within last five years Answer before DVV Verification : 20 Answer after DVV Verification: 4</p> <p>3.3.3.2. Number of teachers recognized as guides during the last five years Answer before DVV Verification : 6</p>																				
3.3.4	<p>Number of research papers per teacher in the Journals notified on UGC website during the last five years</p> <p>3.3.4.1. 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="308 1733 1046 1868"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>22</td> <td>4</td> <td>16</td> <td>16</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1946 1046 2080"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>22</td> <td>4</td> <td>16</td> <td>16</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	24	22	4	16	16	2017-18	2016-17	2015-16	2014-15	2013-14	23	22	4	16	16
2017-18	2016-17	2015-16	2014-15	2013-14																	
24	22	4	16	16																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
23	22	4	16	16																	

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
19	22	29	58	107

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
9	22	29	8	7

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
8	3	3	8	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
14	7	11	4	10

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14

06	06	05	4	03
----	----	----	---	----

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1149	890	1631	598	1113

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
149	189	131	198	111

3.5.2 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)

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
6	6	7	14	7

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	0	1	10

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 81

Answer after DVV Verification: 21

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
254.36	174.12	63.72	50.81	63.22

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
254.36	174.12	63.72	50.81	63.22

4.2.5 Availability of remote access to e-resources of the library

Answer before DVV Verification : Yes

Answer After DVV Verification: No

5.1.2 Average percentage of students benefited by scholarships, freships, etc. provided by the institution besides government schemes during the last five years

5.1.2.1. Total number of students benefited by scholarships, freships, etc provided by the institution besides government schemes year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
586	404	256	94	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
557	391	252	94	0

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	1	3	1	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14

00	1	01	1	0
----	---	----	---	---

5.2.3.2. Number of students who have appeared for the exams year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
---------	---------	---------	---------	---------

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
14	08	09	03	07

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	1	0	0

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4	0	3	3	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
4	0	3	3	3

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:

2017-18	2016-17	2015-16	2014-15	2013-14
35	53	37	45	56

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
30	53	23	28	32

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
22	18	17	23	18

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
20	18	13	16	13

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
42	45	48	37	27

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
25	17	18	10	07

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
19	24	29	25	13

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
13	39	54	51	31

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	3	3	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

7.1.3.1. Annual power requirement met by the renewable energy sources (in KWH)

Answer before DVV Verification : 876

Answer after DVV Verification: 00

7.1.3.2. Total annual power requirement (in KWH)

Answer before DVV Verification : 91791

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
28.32	28.32	27.29	27.56	27.03

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
3.8056	3.7637	3.7415	3.758	3.7574

7.1.9	<p>Differently abled (Divyangjan) Friendliness Resources available in the institution:</p> <ol style="list-style-type: none"> 1. Physical facilities 2. Provision for lift 3. Ramp / Rails 4. Braille Software/facilities 5. Rest Rooms 6. Scribes for examination 7. Special skill development for differently abled students 8. Any other similar facility (Specify) <p>Answer before DVV Verification : C. At least 4 of the above Answer After DVV Verification: D. At least 2 of the above Remark : As per the HEI attachment in response. A make shift temporary ramp and the university letter for scribe.</p>																				
7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 947 1046 1081"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>4</td> <td>5</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1160 1046 1294"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>01</td> <td>01</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	4	4	4	5	5	2017-18	2016-17	2015-16	2014-15	2013-14	00	00	00	01	01
2017-18	2016-17	2015-16	2014-15	2013-14																	
4	4	4	5	5																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
00	00	00	01	01																	
7.1.11	<p>Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)</p> <p>7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1572 1046 1706"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1785 1046 1919"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	2	3	2	2	2	2017-18	2016-17	2015-16	2014-15	2013-14	00	00	00	00	00
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	3	2	2	2																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
00	00	00	00	00																	
7.1.12	<p>Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff</p>																				

	<p>Answer before DVV Verification : Yes Answer After DVV Verification: Yes</p>																				
7.1.13	<p>Display of core values in the institution and on its website</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: Yes</p>																				
7.1.15	<p>The institution offers a course on Human Values and professional ethics</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: Yes</p>																				
7.1.17	<p>Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years</p> <p>7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>6</td> <td>5</td> <td>4</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>04</td> <td>03</td> <td>06</td> <td>03</td> <td>05</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	7	6	5	4	6	2017-18	2016-17	2015-16	2014-15	2013-14	04	03	06	03	05
2017-18	2016-17	2015-16	2014-15	2013-14																	
7	6	5	4	6																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
04	03	06	03	05																	

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the institution across all programs during the last five years</p> <p>Answer before DVV Verification : 1214 Answer after DVV Verification : 777</p>																				
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>20</td> <td>20</td> <td>20</td> <td>18</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>20</td> <td>20</td> <td>20</td> <td>20</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	20	20	20	20	18	2017-18	2016-17	2015-16	2014-15	2013-14	20	20	20	20	20
2017-18	2016-17	2015-16	2014-15	2013-14																	
20	20	20	20	18																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
20	20	20	20	20																	
2.3	<p>Number of outgoing / final year students year-wise during the last five years</p>																				

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
359	448	531	477	558

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
545	527	606	591	702

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
254	250	244	234	224

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
251	249	243	234	223