



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SHREE SATHYAM COLLEGE OF ENGINEERING AND TECHNOLOGY

MANJAKKALPATTI, KUPPANUR POST, SANKARI TALUK, SALEM

DISTRICT-637301

637301

www.shreesathyam.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Renowned and philanthropic personalities founded the SHREE SATHYAM CHARITABLE TRUST with the goal of providing education to all, particularly the rural people. In 2011, the trust started an engineering college, SHREE SATHYAM COLLEGE OF ENGINEERING AND TECHNOLOGY (SSCET), in response to the growing demand for technical education in the country. The campus is located on national highway 544, commonly referred to as NH 544 (old number NH 47), about 2 km from the town of Sankari on the Salem-Coimbatore state highway. SSCET occupies 10.12 acres of land, boasting a built-up area of over 9291.73 square meters, nestled amidst peace and tranquillity. We have established the latest rainwater harvesting technology to conserve water within the campus, with a focus on avoiding air, water, and soil pollution.

The AICTE, New Delhi, has approved our college and it is affiliated with Anna University, Chennai. Our college adheres to Anna University's curriculum and syllabus. Our college offered six U.G. programs (Bachelor of Engineering in Civil, CSE, EEE, ECE & Mechanical, and Bachelor of Technology in AI & DS). The college is committed to personal, social, and intellectual growth, emphasizing a comprehensive educational program leading to high academic standards. It follows the Outcome-Based Education (OBE) and Choice-Based Credit System (CBCS) curricula. The institution adopts advanced and effective teaching and pedagogical initiatives.

The college has a vibrant placement cell, a women empowerment cell, an internal quality assurance cell, and signed MoUs with leading engineering industries. SSCET provides well-planned technical and soft skills training programs, starting in the first semester. Internships aid in enviable recruitment offers through the placement cell. The expertise, courses of study, and infrastructure available to the students offer complete flexibility and freedom. All students will receive insurance coverage up to Rs 19,000,000 lakhs in the academic year 2022–23.

Our college library has a DELNET and MAT journal facility with a collection of about 11596 volumes of books, 41 titles of national journals, and 36 titles of international journals covering science, humanities, and all branches of engineering. SSCET provides spacious, comfortable, and separate hostel facilities for both male and female students. The Principal, possessing 30 years of extensive experience in teaching, research, and administration, leads the institution. Well-qualified and experienced heads of departments support the Principal. A team of educated, enlightened, and experienced technocrats with vision and firm determination to promote a high quality of education will strive to provide every facility for achieving excellence.

Vision

To be a value-based, globally recognized institution, we admit economically and socially backward rural area students and empower them with quality education to excel in academics, research, innovation, and entrepreneurial attitudes, as well as being good citizens.

Mission

- To establish state-of-the-art facilities and resources required to achieve excellence in teaching-learning and supplementary processes.
- To provide faculty and staff with the required qualifications and competence and to provide opportunities to upgrade their knowledge and skills.
- To motivate the students who are economically weak to pursue higher education by offering special scholarships, appearing for competitive exams, and participating in other value-added programs for their holistic development.
- To have regular interaction with the industries in the area of R&D and offer consultancy, training, and testing services.
- To foster an entrepreneurial mindset in students and to give them access to a campus platform where they can launch their own businesses.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The college campus is well maintained, clean, green, and conducive to learning.
- Committed and visionary management.
- Qualified and motivated workforce.
- Highly qualified, competent and committed faculty members.
- Industry-oriented training facilities.
- MoUs with industries to assist students in completing internships, industrial visits, and projects
- IQAC will promote a quality culture in all activities' planning and implementation.
- Extension activities increase students' awareness of social issues and encourage social responsibility.
- We have established a grievances redressal cell.
- Well established ICT enabled classrooms, i.e. Computers, LCD Projectors, LED TVs, and Laptop for lecture capturing systems.
- A spacious library with fully automation and online resources.
- Safety and secure environment for female students.
- Barrier free environment for physically challenged persons.
- Adequate sports facilities, including a separate gym for boys and girls.
- Providing financial support for rural students.
- Eco friendly campus with rain water harvesting, energy conservation and waste management system.
- Recognized NSS unit.
- Conduct of Green, Energy, Environment and Academic Audits.

Institutional Weakness

- Funding from Government and Private Bodies for research projects.
- Limited availability of advanced research laboratories.
- Exposure of Foreign University collaboration is to be improved.
- The economically weaker backgrounds of students limit our ability to offer more career-oriented programmes.

Institutional Opportunity

- Involvement of students in a variety of extracurricular and co-curricular activities in order to foster their technical, communication, and leadership abilities.
- To improve the learning experience through the use of advanced ICT tools and smart classrooms.
- A greater number of entrepreneurship initiatives will be taken, and the core sector will produce better entrepreneurs.
- Engaging faculty members in research activities in order to ensure continual progress toward receiving grants, patents, and publications in high-impact factor journals.
- Participation in national collaborations.

Institutional Challenge

- We should provide opportunities for students from rural areas with diverse backgrounds to improve their communication skills and hence difficult to get placed in leading MNCs.
- Enhancing the quality of research publications through real-time projects.
- Considering the fact that we live in a rural area, transportation is an issue.
- Collaboration with foreign institutions.
- Academic excellence in terms of pass percentage and University ranks.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

There are several aspects of the Self-Study Report of Shree Sathyam College of Engineering and Technology that are focused on the curriculum topic. According to the report, the curriculum is a well-structured one with a detailed account of how it has been planned and implemented, with an emphasis on the vision, mission, goals, and objectives. In accordance with the regulations and the academic calendar stipulated by the university, the institute prepares an academic calendar in compliance with these regulations. In its role as an affiliated college of Anna University, Chennai, the college is bound by all the regulations and requirements of the university in terms of its curriculum.

It is vitally important to continually monitor the quality of teaching and learning in order to maintain it. There are several departmental meetings that are taking place to discuss the implementation of the course curriculum. During the preparation of the question bank, all departments contributed to it, and it has proven to be useful for students when taking examinations. The teaching pedagogy of the college is a mixture of traditional chalk and talk pedagogy along with ICT-based learning strategies. The choice-based credit system introduced for 2021-2022 and 2022-23 batches is being followed by students from the higher semester classes, while the multidisciplinary approach is being followed in the lower semester classes.

As part of its curriculum enrichment program, the institute gives much attention to the addition of skill-oriented programs by offering value-added courses, seminars, workshops, industrial visits, internships, and field projects, as well as a wide range of skill-oriented courses to enhance student development and enable them to gain better job prospects after graduation.

The university curriculum incorporates courses that address topics such as gender equality, environment and

sustainability, human values, and professional ethics, as well as courses that deal with gender issues.

In order to continually improve the curriculum, structured feedback is collected from a variety of stakeholders, such as students, teachers, alumni, graduates, employers, etc. The feedback received is then analyzed and discussed in departmental meetings, and necessary actions are taken after being in contact with the principal regarding the feedback received. In response to the feedback analysis, actions have been taken to improve infrastructure, implement value-added courses, and enhance student facilities, such as tutoring and other resources available to them.

Teaching-learning and Evaluation

Through the Centralized Admission Process controlled by the Tamil Nadu Engineering Admissions (TNEA), the Institute gets students admitted to the different programs in the Institute through the Centralized Admission Process, which is orchestrated by the competent authority of the State Government of Tamil Nadu.

A systematic method of identifying advanced learners and slow learners is applied, as well as taking appropriate measures to meet their needs. It is the responsibility of the administration to encourage advanced learners to participate in different technical competitions and to provide them with advanced programming skills training that will facilitate their obtaining placements with higher salaries. A special coaching program is offered to slow learners in order to enable them to cope with their studies, and these students are followed up regularly in order to ensure that their progress is not being lost.

Throughout the teaching-learning process of the institution, instructional activities are planned and executed in a way that is student-centric, provides the best learning experiences possible for students, and helps them meet the learning outcomes intended in accordance with the teaching plan.

Several innovative teaching methods, such as learning management systems (LMS), ERP programs, and ICT tools, are currently used by teachers in order to engage the students in these processes as much as possible.

The internal assessment test and model examination are conducted as per the schedule given by Anna University, Chennai. All the examinations are conducted in the institution through the Exam Cell of the institution. The semester-end final examination and evaluation are conducted by Anna University, Chennai, via the zonal office of the concerned college.

The attainment of course outcomes is evaluated with the help of continuous internal evaluation, laboratory practice, individual assignments, etc. for the students. The below-average students are encouraged and given counseling to overcome their problems. Program outcome attainment is evaluated based on major tools like curriculum, assessment, and evaluation. For the given university curriculum, all POs have not been attained. Through various assessment methods, we identify the gap and the necessary steps taken to fill it.

Research, Innovations and Extension

A major emphasis has been laid on innovation, research, and development by the college management. In order to encourage faculty members to complete their Ph.D., on-duty facilities are provided.

In order to facilitate research activities, the department subscribes to e-journals and allocates budgets accordingly. It is the aim of the Institute to encourage the publication of research papers in peer-reviewed, UGC-approved journals and conference proceedings so as to stimulate research output.

Faculty members who present papers at national and international conferences and seminars and who publish papers in nationally and internationally recognized journals are offered financial support and rewards.

The Institute has functional MOUs with industries as part of the institute-industry interaction, as well as collaborations with industries. In order to enhance their practical experience, students take part in internship programs as well as work on mini-projects in a variety of industries to enhance their internship experience.

In order to promote student awareness and the development of a research-oriented approach to learning, lectures, workshops, technical seminars, conferences, and training sessions are organized on a regular basis. A wide variety of industrial and site visits provide students and faculty with the opportunity to gain further experience in their area of specialization.

It is intended to develop sensitivities towards community issues, gender disparities, social inequity, etc., as well as instill values and commitments to society. In collaboration with government and non-government organizations, the National Service Scheme unit promotes Extension activities in the neighborhood community, including Swachh Bharat, AIDS Awareness, Gender Issue, blood donation camps, campus cleaning, educating schoolchildren on environmental awareness programs, tree planting, etc.

In addition to collaborating with industries, academic institutions, and professional bodies, the college has also established academic collaborations that benefit students academically and professionally through the sharing of research facilities and joint research projects.

Infrastructure and Learning Resources

As a university known for its excellent infrastructure facilities, SHREE SATHYAM COLLEGE OF ENGINEERING AND TECHNOLOGY is a very well-known institution. A lush green campus covering an area of 10.23 acres houses the institute.

In order to create a good learning environment, the institution provides adequate physical facilities, such as classrooms, seminar halls, laboratories, tutorial rooms, computing equipment, etc. Adequate classrooms and seminar rooms are provided with ICT facilities to meet the requirements of the curricular and co-curricular activities.

A wide range of extracurricular activities are available at the institution, which include sports, cultural activities, meditation, yoga, and outdoor and indoor games. Besides a well-planned digital library, the college has a browsing center with a large number of books, e-books, e-journals, and educational videos. The library is divided into various sections, and there is also a multimedia room and a reading room available for use. Integrated Library Management System software is used by the library to automate its operations.

Students and faculty members of the library can access the e-resources of the library. Computers are available at the college in a 4:1 student-to-computer ratio, with LAN and Wi-Fi connectivity, as well as approved software for the college's curriculum.

Along with the computer center, the college has a language lab for improving students' communication skills. Internet access is available at the college in accordance with the regulations.

CCTV cameras are installed on the college campus to ensure the safety of students. Generators with a total installed capacity of 20 kVA provide a guaranteed, uninterrupted power supply for the campus. Students and staff are provided with RO-treated, purified drinking water. For students with physical disabilities, special facilities are provided, such as ramps and exclusive restrooms. Several maintenance procedures are in place in the institute, and a well-planned and systematic procedure is followed when it comes to the maintenance of physical, academic, and support facilities. A sufficient budget has been allocated for this purpose every year.

Student Support and Progression

Our mission at Shree Sathyam College of Engineering and Technology (SSCET) is to empower and equip the students with the knowledge, skills, and attitude they need to prepare themselves for successfully pursuing their dreams and goals in today's highly competitive industry.

All central and state government schemes that provide scholarships and freeships for students belonging to SC, ST, OBC, FC, or other qualifying categories provide financial assistance.

In addition to the above, SSCET offers fee concessions to students from economically weaker classes as well as students of merit. A Grievance Redressal Committee, an Anti-Ragging Committee, and a women empowerment cell are in place within the institute to address student grievances. In order to enhance the capabilities of our students, the Institute organizes a variety of development programs, including guidance for competitive examinations, career counseling, soft skill development, language and communication skill development, computing skills, yoga/meditation, and personal counseling. We have also set up physical fitness centers to foster a culture of health awareness among the students, ensuring their well-being.

The institution provides adequate facilities, encouraging students to actively participate in sports, social, cultural, and leisure activities, as well as learning through lectures and seminars. It is through the participation and organization of different co-curricular and extracurricular activities that the students demonstrate their talent, management skills, and creativity.

There are active alumni associations at SSCET that support academic activities and assist students in achieving their goals. A number of guest lectures and seminars conducted by the alumni associations are evidence of the association's impact by motivating students and sharing their knowledge and experience to enhance the skills of all stakeholders.

Governance, Leadership and Management

In order to ensure the holistic development of students as well as customer satisfaction, SHREE SATHYAM COLLEGE OF ENGINEERING AND TECHNOLOGY, Salem, is committed to maintaining and improving the quality of educational services, processes, and the campus environment.

The college remains committed to achieving the institution's stated vision and mission by constantly engaging all stakeholders in its organization and obtaining feedback from them on a regular basis. The college plans and implements quality improvement strategies based on feedback from all stakeholders, in consultation with the

Principal and department heads.

The college forms a number of committees, such as the governing council, anti-ragging committee, disciplinary committee, grievance cell, women empowerment cell, etc., to ensure smooth administration. The committees meet at regular intervals to make decisions accordingly.

A faculty appraisal system is in place at the institute to assess the teaching and non-teaching staff's performance. A key component of the institute's success is the quality of its human resources, and it emphasizes the importance of ensuring that every employee is performing to his or her full potential.

Every year, the college submits its IT returns and undergoes an audit of its financial transactions. Tuition fees and special fees provide the college with its main source of income. Additionally, the management is always willing to invest its own funds in the college in order to ensure the institution's smooth operation.

To ensure high standards of quality in academic and administrative processes, the Internal Quality Assurance Cell (IQAC) monitors, reviews, and evaluates academic and administrative processes periodically.

Institutional Values and Best Practices

The institution's policy is to develop the environment in all aspects to meet the needs of its students.

The campus has undergone both internal and external audits to enhance its eco-friendliness. These committees help maintain an eco-friendly environment on campus by conducting audits every year. Energy savings, rainwater harvesting, and waste disposal are some of the environmental considerations that are environmentally conscious. Our goal is to involve the students as much as possible in maintaining the ecological ecosystem.

It is the institute's top priority to ensure the safety and security of its students and staff. The institute has made all necessary security provisions, including a counseling cell, a well-equipped medical room, and a girls' common room.

Additionally, we encourage the students to participate in various social activities such as raising awareness about social issues, donating their eyes, and giving blood, among others.

Innovative techniques have contributed to notable achievements in the development of the institution. Practices in governance, teaching, and evaluation provide various innovations, enabling flexible teaching at different levels. In order to establish a disciplined environment, the principal regularly monitors the students' continuous assessment and discipline.

The Women Grievance Cell strives to protect female students from ragging and creates an environment that is secure. Students focus on social, psychological, and academic aspects to achieve academic success.

In addition, the college promotes healthy bonds between faculty and students through its best practices. As well as participating in socially relevant activities in order to serve the nation and gain experience in doing so.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHREE SATHYAM COLLEGE OF ENGINEERING AND TECHNOLOGY
Address	MANJAKKALPATTI, KUPPANUR POST, SANKARI TALUK, SALEM DISTRICT-637301
City	SALEM
State	Tamil Nadu
Pin	637301
Website	www.shreesathyam.edu.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	No

Establishment Details		
State	University name	Document
Tamil Nadu	Anna University	View Document
Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	15-05-2023	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	MANJAKKALPATTI, KUPPANUR POST, SANKARI TALUK, SALEM DISTRICT-637301	Rural	10.12	9000

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Civil Engineering,	48	HSC PASS	English	30	1
UG	BE,Computer Science And Engineering,	48	HSC PASS	English	60	59
UG	BE,Electrical And Electronics Engineering,	48	HSC PASS	English	60	22
UG	BE,Electronics And Communication Engineering,	48	HSC PASS	English	30	29
UG	BE,Mechanical Engineering,	48	HSC PASS	English	60	14
UG	BTech,Artificial Intelligence And Data Science,	48	HSC PASS	English	60	60

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	12				14				47			
Recruited	10	2	0	12	12	2	0	14	32	15	0	47
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				15
Recruited	13	2	0	15
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				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	10	2	0	12	2	0	0	0	0	26
M.Phil.	0	0	0	0	0	0	4	4	0	8
PG	0	0	0	0	0	0	28	11	0	39
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	134	0	0	0	134
	Female	51	0	0	0	51
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	54	26	11	11
	Female	19	12	11	18
	Others	0	0	0	0
ST	Male	3	0	1	2
	Female	1	0	2	0
	Others	0	0	0	0
OBC	Male	58	27	17	20
	Female	23	10	3	4
	Others	0	0	0	0
General	Male	0	0	28	0
	Female	1	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		159	75	73	55

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Shree Sathyam College of Engineering and Technology (SSCET), Salem District, is a professional college offering six undergraduate programmes in various Engineering and Technology
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fields. Being an Anna University-affiliated institution, the college follows the procedures framed by the parent university regarding the entry-level qualification needed for a programme and the duration of the programme or course. The programmes offered fall under the Choice-Based Credit System (CBCS) pattern, in which the courses prescribed have specific credits. The courses are named Core, Professional Elective, Open Elective, Mandatory Courses, Skill-Based, and Value-Based, with a specific number of credits for each course. In addition to basic courses, programme core courses, as well as electives and open electives, the curriculum of the affiliated university includes a wide range of interdisciplinary or multidisciplinary courses. The affiliated university will offer these courses to students across all disciplines, complementing the mandatory courses. Anna University, Chennai, designed these courses to enhance the abilities and skills necessary for solving complex problems related to core and multidisciplinary/interdisciplinary areas. Almost all the programmes have experiential learning in the form of projects, field visits, study tours, and internships. All U.G. students include an environmental studies course in their curriculum to increase their awareness of environmental issues and foster eco-consciousness. When writing computer programming code, Mechanical Engineering students collaborate with students from Computer Science and Engineering, Electronics and Communication Engineering, and so on. This educational method can sow the seeds of multidisciplinary learning. Thus, the institute started new courses like Artificial Intelligence and Data Science in 2022–2023. This Academic year, 2024-2025, the institute plans to transform into a multidisciplinary institution by initiating new UG and PG programmes in multidisciplinary disciplines like B.E. Biomedical Engineering, B.Tech. Information Technology, M.E. Computer Science and Engineering, and M.E. VLSI Design.

2. Academic bank of credits (ABC):

The Academic Bank of Credits (ABC) will allow students in undergraduate courses to exit the course and enter within a stipulated period. As an affiliated institution, the college has less scope for taking initiatives to implement the ABC system. Nevertheless, the institution must adhere to the

guidelines established and mandated by the affiliated university. As of yet, the organization hasn't taken any action to register under ABC. We encourage the faculty members in our college to provide valuable suggestions for curriculum design and development. The senior faculty members make representations regarding curriculum enrichment. Every student will be able to open a digitally unique Academic Bank account with Academic Bank of Credits, and each account holder will have a unique ID and access to the Standard Operating Procedure (SOP). By enabling students to get credits from many higher educational institutions registered under this program and through SWAYAM, an online course repository, the ABC Regulations hope to stimulate blended learning. We always encourage teachers to experiment with novel learner-centered pedagogical approaches. Teachers are free to use any book or resource that has content relating to the themes included in the syllabi for teaching and learning, in addition to the required text books and reference books. We also encourage faculty members to provide additional reading materials and resources. The affiliated university has strict guidelines for assessments, both internal and external.

3. Skill development:

Experts in the field conduct special programs to enhance soft skills. Besides teaching the curriculum, the institution takes various initiatives to offer value-based education. We conduct life skill programs to instill life values. To promote national integration and the significance of engineering education, we celebrate important days such as Republic Day, Independence Day, Women's Day, and Engineer's Day, among many others. The order to promote updating their technical and practical skills by providing training, field trips, internships, project work, seminars, and workshops to all learners, the SSCET has also signed MoUs with several organizations. In addition, the SSCET encourages students and faculty members to enroll in SWAYAM NPTEL courses to enhance their knowledge and skills. However, the process of improvement is ongoing, and the institute strives to achieve excellence slowly but steadily. The progress in this area has been spectacular. The Institute Innovation Council (IIC) Club develops our student's technical and practical skills through value-added courses,

	workshops, and seminars, as well as internships and industrial visits. Also, IIC club enhances our faculty member's knowledge through conducting Faculty Development Programmes and hands-on training.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>India is a treasure trove of culture, developed over thousands of years and manifested in the form of arts, works of literature, customs, traditions, linguistic expressions, artifacts, heritage sites, and more. Languages, in particular, influence the way people of a given culture speak with others, including family members, authority figures, peers, and strangers, as well as the tone of conversation. The tone, perception of experience, and familiarity inherent in conversations among speakers of a common language are a reflection and record of a culture. Our languages, therefore, encapsulate culture. Since its inception, the college has been promoting the culture and heritage of our nation. The elective courses prescribed in the program focus on Indian tradition, culture, philosophy, and knowledge systems. Because it is a higher learning institution, the college uses the English language as the medium of instruction. The institution has also observed the difficulties students face when using English for classroom instruction. We encourage teachers to adopt the bilingual method of teaching, taking into account the socioeconomic, cultural, and linguistic backgrounds of the students. The bilingual mode of delivery also enhances the students' receptive skills. Because the majority of our students come from rural areas, and to help them understand the subjects being taught, bilingual delivery is encouraged in almost all programs. The university promotes Tamil culture and tradition by offering two courses in the U.G. program, like Heritage of Tamils and Tamils & Technology.</p>
5. Focus on Outcome based education (OBE):	<p>The system known as Outcome-Based Education (OBE) focuses all aspects of education on the course's outcomes. The students enroll in courses with the goal of developing skills or gaining knowledge, and they must complete the goal by the course's end. There is no specific style or time limit for learning. The student can learn according to their preferences. The faculty members, moderators, and instructors guide the students based on the target outcomes. The programs and courses prescribed in the syllabi have specific program and course outcomes. The affiliated university receives sufficient</p>

	<p>representation in curriculum design and development through the Board of Studies (BoS) and Academic Council meetings, emphasizing the importance of the course outcomes. We recommend including a greater number of experiential learning courses in the syllabus. Skill-based courses, job-seeking courses, and project-based courses are all part of our syllabi to ensure that our education is outcome-based. In recent years, the teaching and learning process has also become more learner-centric, and the institution has witnessed a shift from traditional methods of teaching. Continuous internal assessments such as assignments, seminars, peer team teaching, group discussions, and quizzes form the basis of student's assessments.</p>
6. Distance education/online education:	<p>Because SSCET is an affiliated institution, the college only offers regular programs. The college does not offer any online or distance learning programs. In its educational journey, the college has witnessed many phases of the teaching and learning process. The chalk-and-talk method was the most popular teaching method in the past. Recent advancements in science and technology have completely digitalized the education industry. Our college encourages the use of ICT in teaching and learning. Our management continuously augments the college's infrastructure and ICT facilities to meet existing demands. The post-COVID scenario has increased the use of many virtual platforms in teaching and learning. Both the teacher and student communities are now comfortable with a variety of online teaching tools. During the pandemic, the institution has made the best use of blended learning. The institution has implemented online exams, online quizzes, webinars, and online assignments as part of blended learning.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>Yes. We have an Electoral Literacy Club (ELC) in our college, and it is effectively functioning with the full participation of our students. Through various activities, students become familiar with the electoral process of registration and voting. They realize the value of a vote and know that 18 years old is the age</p>
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	to become a voter.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	<p>The faculty and student members at SHREE SATHYAM COLLEGE OF ENGINEERING AND TECHNOLOGY jointly head the ELC Club, which also has its own representatives. The club conducts various awareness programmes to engage students in achieving its objectives. ELC comprises the following members: a) Chairman : Dr. V. Sujatha - Principal b) Faculty Coordinator: Dr. P. Kannan - Professor, Department of ECE c) Department Faculty members: i) Dr. P.Subramanian - Department of Mechanical Engineering ii) Dr. N. Sivakumar - Department of Electrical and Electronics Engineering iii) Dr. G. Kandiban - Department of Science and Humanities iv) Dr. A. Senthilkumar - Department of Science and Humanites v) Dr. R. Hemalatha - Department of Electronics and Communication Engineering vi) Dr. J. Selvi - Department of Civil Engineering v) Dr. Karthiprem - Department of Computer Science and Engineering d) Student representatives from each department which is categorized as i) President : Mr. S. Dhanushkumar/IV year CSE ii) Vice-president : Ms. R. Kalainila/ IV year CSE iii) Secretary : Mr. D. Gowsik/ II year AI&DS iv) Joint secretary : Ms. M. Monishiya/ IV year CSE</p>
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	<p>We encourage students to participate in the election process and attend ELC meetings to learn more about their rights. The ELC club arranges seminars and lecture classes to educate them about their rights through mentors. In addition to offering outreach programs, the club encourages its members to demonstrate their social responsibilities and participate in outreach programs in an effort to improve their skills and confidence. Our students and staff have actively participated in such events. Our faulty coordinator's primary objective has been to involve the students in various innovative activities aimed at encouraging them to use their voting rights and spreading awareness among the general public about the importance of voting in our democratic process.</p>
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to	<p>Every year, we encourage students to work on a hardware and software project as part of their education. Data analysis is an important topic for faculty members and students to become familiar</p>

<p>advancing democratic values and participation in electoral processes, etc.</p>	<p>with and use to begin their project work pertaining to Indian election processes. Every year, we motivate our young students to undertake mini and major projects related to electronic voting machines (EVM). The College NSS team, as part of ELC's involvement in the National Service Scheme, issues posters and participates in campaigns according to local authorities and the District Collector's directions.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>This club provides students and faculty members with information on how to apply for a voter ID card and how to follow up on it. It is the responsibility of the club to ensure that all students and staff members have a voter identification card. The institution periodically organizes various programs, including rallies, surveys, seminars, and other activities, to raise awareness of the importance of voting.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
416	254	228	251	242

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 164

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
65	63	69	68	78

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
96.36	36.65	35.18	38.28	54.33

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Response: Shree Sathyam College of Engineering and Technology is an affiliated college of Anna University in Chennai, approved by the AICTE. It uses a variety of techniques to guarantee efficient curriculum planning and delivery while closely adhering to the university's curriculum. At SSCET, comprehensive curriculum planning takes student preferences into account in addition to required and elective course selection. Students receive a well-rounded education because of the delivery style, which employs Revised Bloom's Taxonomy (RBT) and outcome-based education (OBE).

Academic calendar: The Principal and all department heads formulate the academic calendar, which includes internal assessments, department-specific events (guest lectures, industrial visits, government holidays, etc.), and a variety of extracurricular and co-curricular activities based on the ANNA University Academic Schedule (semester-wise). The heads of each department distribute the academic calendar to the faculty and students. It supports the faculty's careful planning of their academic activities.

Course Allocation and Course File Preparation: The HoD formulates the course competency matrix prior to the start of each semester. The HoD allocates the courses based on the choice and expertise of the faculty members. The HoD finalizes elective subjects based on the students' willingness.

Faculty members prepare the course file, which includes a detailed lesson plan, handouts, assignments, a question bank, answer keys and previous university question papers. The faculty members prepare question papers for internal assessment tests to evaluate students' knowledge.

Bloom's Taxonomy Levels Curriculum Delivery Plan: We ask the faculties to submit a course plan, course material, attendance record, and assessment record before the semester begins. We encourage faculties to use innovative methods such as PPT presentations, multimedia presentations, and assignments to deliver the curriculum syllabus. Lab manuals and lesson plans are available in all departments' labs. The curriculum delivery includes traditional teaching, collaborative learning, and competition-based learning.

Traditional teaching method: It includes the preparation of detailed lesson plans, a question bank, lab manuals, lecture notes, tutorials and assignments, and content beyond the syllabus based on feedback from industry, alumni, and the previous year's academic performance of the students.

Collaborative learning: SSCET arranges industrial visits and guest lectures to bridge the gap between industry expectations and the institution. We arrange internships and value-added courses to provide students with practical exposure to enhance the students' knowledge.

Competition Based Learning: Students are motivated to participate in regional competitions conducted on and around campus.

Conduct of Internal Assessments and Answer Scripts Evaluation Process:

The SSECET Academic Development Cell properly schedules internal assessment tests and a model exam for all departments, and the principal distributes this information to each department in advance. We devised the schedule based on the Anna University-prescribed internal assessment schedule. Within three days of exam completion, the concerned faculty must evaluate the answer scripts. Once the evaluation is complete, provide the answer scripts to the students for clarification, and enter the marks into the exam cell system. The Principal, along with the HODs and department faculty members, will review the department's subject-wise and overall results.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 19

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

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

Response: 37.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
123	57	228	14	94

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Response: SSCET believes that integrating cross-cutting issues into the curriculum would have a positive effect on the students in terms of their education and social commitment. The university frames the curriculum, which incorporates many of these aspects. The cross-cutting issues relevant to gender equality, environment and sustainability, human rights and professional ethics, etc., make plenty of space when it comes to applying them positively to the curriculum.

Gender Equality: Our institution established the Women Empowerment Cell to promote gender equality, offering counseling to students and resolving their problems. Our institution has organized numerous motivational programs on various occasions, such as International Women's Day, Mother's Day, International Yoga Day, and Meditation, to raise awareness among women students and society about the true rights and value of women in the development of the nation.

Environment and Sustainability: To raise awareness among students, the university has included different types of courses in the curriculum to integrate cross-cutting issues relevant to the environment and sustainability. All programs have a compulsory Environmental Science and Engineering course in the first- and second-year curriculum. In this subject, students study the basic components of the environment and their application to tackle issues such as pollution control, green gases, etc. The NSS, YRC, and Rotaract Club have made efforts to raise awareness about environmental issues and the

importance of sustainability through extension activities. The Rotaract Club motivated students to participate in tree planting. The institution has also implemented a rainwater harvesting system to increase groundwater recharge by collecting rainwater from catchment areas and storing it in reservoirs.

Human Rights

We teach our students a Human Rights course as an elective at Anna University, integrating human rights into the curriculum. Further, our institute follows a transparent system of administration. The anti-ragging committee deals with issues related to ragging and misconduct. The committee conducts meetings with students and informs them of their rights and benefits in society.

Professional Ethics

As engineering is a highly esteemed profession, honesty, integrity, impartiality, and equity are must-have qualities. The Institute trains engineers to perform under a code of professional ethics that upholds the highest ethical standards. To Institute gives equal importance to professional ethics along with academics to make sure that, knowingly and willingly, no one is involved in wrong behavior. Professional ethics encompasses personal and corporate standards of behavior expected by professionals. Students from different engineering and management branches study professional ethics to learn moral values. To increase students' employability, the institute also organizes various personality development programs through the placement cell. The curriculum includes industrial visits and internship programs, and invites corporate professionals to share their perspectives on corporate standards and culture.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 68.27

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

Response: 284

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 27.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
159	75	73	55	19

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
300	240	240	285	300

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 31.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
69	22	36	44	18

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

2022-23	2021-22	2020-21	2019-20	2018-19
130	104	104	128	135

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 6.4

2.3 Teaching- Learning Process

2.3.1

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

Response:**Response:**

Shree Sathyam College of Engineering and Technology puts effort into teaching the learning process in a student-centric manner by adopting various suitable learning methodologies to facilitate lifelong learning.

We adopt experiential, participatory, and problem-solving learning to ensure that students actively participate in the teaching-learning process.

These learning processes develop communication skills, listening skills, problem-solving skills, knowledge, and participation in various academic programs that enable students' holistic development. All the programs follow the listed methodologies.

Experiential Learning:

- Each student follows an experiential learning path through each curriculum, which imparts theory and practical subjects based on Bloom's taxonomy level.
- Each semester, all departments organize industrial visits and internships within the company to gain exposure to industrial practices.
- We encourage students to participate in internal and external college workshops, as well as national and international conferences, among other events.
- To enhance their experiential learning, students are required to complete mini-projects and main projects.
- We organize value-added courses and workshops to provide hands-on experience in the latest technologies.
- We have arranged for eminent industry experts to provide guest lectures to facilitate students' acquisition of real-time knowledge of recent technologies.
- We formed the Internal Quality Assurance Cell (IQAC) to ensure quality education at the institution level through continuous reviews and periodic meetings.

Participative learning:

- Students are encouraged to participate in online lecture tutorials and NPTEL courses.
- Students are encouraged to participate in national-level competitions, conferences, seminars, and workshops inside and outside the college.
- Students are motivated to participate in Smart India Hackathon, Professional Society events where students can explore their ideas and innovation towards awards and achievements.
- Seminars, industrial visits, and guest lectures influence them to understand the concepts and the subsequent process implementation in an appropriate way.
- Through various club activities, the spirit of teamwork and social responsibility is instilled among

students.

- Project work in collaboration with industry helps students acquire practical knowledge and enhance their knowledge through interaction with industrialists and scientists.

Problem Solving Methodologies:

- Tutorial classes form part of the course delivery to inculcate problem-solving skills among the students to supplement the regular teaching and learning process.
- The internal assessments further emphasize the problem-solving ability by incorporating questions from case studies (Part C) and involving them in solving the industry-posted problem in the "Problem Box."
- Free Internet access in the library and Wi-Fi facilities on campus encourage students to learn by themselves.
- Second- and third-year students receive value-added programs that enhance their problem-solving abilities in addition to general aptitude and logical reasoning classes.
- Students can test their coding skills and work on intriguing real-world challenges through symposiums and project contests.

ICT Tools and Support:

SSCET provides various ICT tools and support, such as ICT-enabled classrooms equipped with internet access to teach the lecture contents to the students effectively for both physical and virtual participation, like Google Classrooms and Google Meet.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
65	63	69	68	78

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

2.4.2

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

Response: 16.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	14	10	8	8

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Response:

SSCET has a separate exam cell to conduct internal assessments and university exams. We follow continuous internal evaluation methodologies to make the assessment system more transparent. The institute is affiliated with Anna University Chennai, so it follows the university's rules for conducting internal assessments, university theory, and practical exams.

Conduct of Internal Assessment Test / Model Examination

- The end-of-semester university examination will carry 60 marks, while the continuous internal assessment will carry 40 marks for all theory courses in Regulation 2021. Regulation 2021 requires two internal assessments for theory courses as part of the department's continuous assessment. Internal assessments must be 100 marks and divided into two parts: individual assignment/case study/seminar/mini project and written test, with 40% and 60% weightages, respectively. Written exams. The maximum internal assessment marks are 40 and rounded to the next integer.
- Regulation 2017 requires continual internal assessment to carry 20 marks for theory and practical courses, including project work, while the end-of-semester university test carries 80 marks. According to Regulation 2021, the department must administer three 100-mark theory tests per semester. This means all three tests will have equal weight and 20 marks instead of 300.
- For all programs, the model test covers all five units, allowing students to review all syllabus topics.
- Question papers for the Internal Assessment Examination are based on prior semester university exams and outcome-based question banks.
- To achieve COs, it follows the AU criteria and Bloom's taxonomy. For all subjects, students receive unit-wise question banks with two-mark answers.
- The faculty prepares the IAT exam question paper, and the HOD verifies it. The topic-handling faculty evaluates answer scripts and returns them to students.

Conduct of University Examinations

- According to Anna University regulations, candidates can appear for the semester examination after registering for it in all courses.
- After principal approval, the university web portal uploads the list of students who chose elective subjects.
- The university appoints the Chief Superintendent (CS) and Anna University Representative (AUR).
- Notice boards will display the examination schedule and fee circular.
- The university issues question papers in sealed covers, and CS and AUR open them at least 10 minutes before the scheduled time.
- The exam cell handles invigilation duty, hall and seating arrangements, and hall ticket distribution in accordance with university requirements. The Chief Superintendent, through the University Representative, hands over the sealed covers to the Zonal office.
- The hall superintendent books any malpractice by the candidate and reports it to the Chief Superintendent/Controller of Examinations.
- The university releases a circular informing the public of the start of central valuation.

Students Grievances:

In order to promptly and effectively address student grievances, the institution has an established

Grievance Redressal Committee (GRC). This platform allows students to voice both general and personal grievances through various channels, such as the class committee and GRC meetings. The Principal discusses student internal exam complaints. The Anna University Controller of Examinations resolves examination grievances like photocopying, revaluing, and reviewing results, as well as grade sheet corrections (DOB, printing errors, duplicate grade sheets, etc.).

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Response:

SSCET is dedicated to giving our students a high-quality education and making sure they develop holistically. In keeping with this commitment, we have put in place a thorough structure that outlines the Course Outcomes (COs) and Program Outcomes (POs) for every program that our organization offers. These goals provide as a foundation for understanding the specific knowledge, skills, and abilities that our programs want to convey to students, teachers, and other stakeholders.

Goals

- To ensure a better understanding of the desired outcomes, the goal is to inform and educate students about the scheme of instruction, which includes the program outcomes and course outcomes, teaching techniques, and evaluation methods.
- To assess the level of outcome attainment and, if necessary, review the curriculum.

Our institution has adopted outcome-based education which focuses on measuring student performance through outcomes attainment.

Program Outcomes (POs):

It represents the knowledge, skills, and attitudes the students should have at the end of the 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 define the outcomes of the program and make students realize that the knowledge and techniques learned in this course have direct implications 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, which are available in the Anna University syllabus, are published on the Institute website (<http://www.shreesathyam.edu.in/>).
- POs and PSOs are kept in prominent locations on campus for staff, students, and the public. POs and PSOs are displayed in the 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.
- Course outcomes (COs) are framed by the university and are available on the Anna University website for all subjects (both R-2017 and R-2021).
- The department frames a course committee for each course 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 Anna University along with the syllabus, if necessary, the COs are modified and reframed by the course committee (CC) members.
- COs are communicated to the students during the introduction class itself. COs, along with the 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 discussed. During the commencement of each unit and after the completion of the unit, the course outcomes are reviewed.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Response:

Shree Sathyam College of Engineering and Technology (SSCET) is affiliated with Anna University, Chennai. The Course Outcomes (COs) and Program Outcomes (POs) are clearly defined and outlined in

the University Curriculum. These COs are further reviewed and refined by competent individuals, taking into account the college's vision and mission statement, and the syllabus content. To ensure transparency, the COs and POs are readily available on the institute's website.

Programme Outcomes (POs) and Course Outcomes (COs) are crucial components of the academic

curriculum. They define the expected knowledge, skills, and attitudes that students should acquire upon completing their respective programmes and courses. The POs are designed to align with the institution's mission and vision, while the COs are specific to each individual course. Additionally, the COs are explicitly mentioned in the question papers for Continuous Internal Assessment tests (CIA), providing students with a clear understanding of the COs related to each subject. These COs and POs are meticulously documented in the course files.

Furthermore, the mapping of COs with POs and PSOs is rated on a scale of 1 to 3, indicating the level of attainment, with 1 representing slight (low) attainment, 2 representing moderate (medium) alignment, and 3 indicating substantial (high) attainment. This mapping process helps ensure a cohesive approach to the curriculum and learning outcomes.

Attainment Level:

Level 1 - 50% to 60% of students passed

Level 2 - 61% to 70 % of students passed

Level 3 - 71% and above of students passed

For practical subjects, it is the mark awarded for record work and Model Practical Examination put together converted to 20. Internal marks for Project work is calculated from the Marks Awarded for three reviews and Project report. For practical subjects, it is the mark awarded for record work and Model Practical Examination put together converted to 20. Internal marks for Project work is calculated from the Marks Awarded for three reviews and Project report.

Attainment of Programme outcomes, Programme specific outcomes:

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

Direct Attainment

1. Centralized Internal Assessment Mark & Assignment
2. End Semester Examinations

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

Subject wise PO attainment level is calculated by adding 40% of the internal assessment (given in the table) and 40% of end semester examination and 20% of the assignment for each subject.

Attainment of Program Outcomes & Program Specific Outcomes Program Outcomes (POs) are one step

broader statements than COs that students are expected to know and be able to do upon graduation. These relate to the skills, knowledge, and behavior that students acquire throughout the program. It is required to compute the attainment levels for PSOs in addition to computing attainment of POs. Program outcomes and 'program specific outcomes' are attained through the attainment of COs.

Direct attainment of POs -The average of individual PO attainment values. Indirect attainment of POs and PSOs - Student exit surveys, Employer surveys, Alumni Surveys, etc. A distinct questionnaire was designed for this purpose and the average responses of the outgoing students for each PO are computed. Average of all PO's and PSO's is calculated for each subject by considering the correlated CO level.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3

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

Response: 70.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	14	23	25	15

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

2022-23	2021-22	2020-21	2019-20	2018-19
44	19	25	30	34

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.92

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 9.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.33	1.40	1.65	1.05	2.80

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1

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

Response:

-

Shree Sathyam College of Engineering and Technology (SSCET) has exquisitely designed an innovative ecosystem, embodying the essence of the Indian Knowledge System (IKS). Through a number of strategic projects and specialized departments within the organization, we are demonstrating our dedication to promoting creativity, information transfer, and technological developments.

Research & Development Cell (R&D Cell):

The Research and Development Cell, a vibrant hub that encourages faculty and student research, is at the center of our innovation ecosystem. The R&D Cell is critical in identifying research opportunities, providing necessary resources, and encouraging partnerships with businesses and academic institutions.

In the past five years, SSCET has led significant research and development activities and obtained about fifteen grants for consulting projects from local businesses. The software- and hardware-oriented projects are the result of our academic member's continued excellent work.

Intellectual Property Rights Cell (IPR Cell):

SSCET's Intellectual Property Rights Cell places a high priority on protecting intellectual property. To raise faculty and student understanding of patents, copyrights, trademarks, and trade secrets, this cell organizes awareness campaigns. Over the course of more than ten planned events, a few faculty members of SSCET have filed patents successfully, demonstrating our dedication to safeguarding creative ideas and contributing to the Indian Patent Journal.

Institution's Innovation Cell (IIC):

Our Institution's Innovation Cell serves as a catalyst for nurturing and promoting innovative projects and products. Students in SSCET actively participate in the IIC, where they receive assistance in turning their concepts into real products. In order to promote an innovative and creative culture, the institution offers incentives for participation in regional contests.

Industry-Institute Interaction Cell (III Cell):

Bridging the gap between academia and industry is the primary goal of SSCET's Industry-Institute Interaction Cell. The III Cell arranges industrial visits, internships, and student placements through around 29 Memoranda of Understanding it has signed with reputable businesses and academic institutions. This collaborative approach ensures our students gain real-world exposure and opportunities for internships and placements.

Entrepreneurship Development Cell (EDC):

Fostering an entrepreneurial mindset is a core value at SSCET, and our Entrepreneurship Development Cell plays a pivotal role. SSCET exposes students to entrepreneurial opportunities through various activities, and takes pride in seeing its graduates become successful entrepreneurs who contribute to the broader entrepreneurial landscape.

In summary, the Shree Sathyam College of Engineering and Technology has created a strong environment that fosters creativity, information sharing, and technological advancement. The faculty member's and student's creative ideas, along with the institution's proactive attitude, demonstrate our dedication to promoting an innovative culture and expanding knowledge.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

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

Response: 21

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	06	02	06	03

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

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

Response: 0.01

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

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

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

3.3.2

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

Response: 0

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

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

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and

sensitizing the students to social issues for their holistic development during the last five years.

Response:

Shree Sathyam College of Engineering and Technology has conducted many extension activities through a registered NSS unit, which takes on the responsibility of community-based activities. The NSS unit organizes programs such as tree planting, Swachh Bharat, cleanliness drives, blood donation camps, and visits to orphanages in the nearby villages. Organizing such events raises awareness about society's social responsibilities.

We organize awareness programs on gender equality, environmental awareness, and host guest lectures on topics such as gender issues and women's security at various events. Furthermore, it encourages faculties from various departments to organize and conduct various extension activities and workshops in other institutes located in and around Salem. Under this initiative, all departments have carried out numerous extension activities for the community, both within their immediate vicinity and at various locations. We organize various games and sports activities, cultural events, drama, technical, and nontechnical events to foster the holistic development of our students.

SSCET promotes an institution-neighborhood community network. The institution not only concentrates on academic performance, but also ensures that the students are good citizens by teaching moral values. The institution encourages students to actively engage in social activities such as promoting drug awareness, educating about blood stem cell donation, raising awareness about dengue, conducting a sanitary survey, organizing an eye camp and rally on voter's day, promoting road safety, and donating items to orphanages through the national service scheme and social responsibility clubs.

The institution is implementing various initiatives aimed at enhancing the quality of life for individuals residing within and surrounding the campus. Our institution ensures that all students are actively involved in representing various social issues through a variety of extensional activities organized by various student clubs. The College NSS Unit has also organized blood donation camps in collaboration with government headquarters hospitals and district blood banks. The Eco Club is raising awareness among the institute's students about road safety, pollution-free consequences, and the hazards of plastic usage in everyday life. The institution is actively focusing on neighborhood development, ensuring that basic needs and other relevant societal needs are met. In the NSS program, we provide opportunities for students to empathetically understand and appreciate community problems, awaken social consciousness, and instill in them a sense of dignity of labor and fellow feeling.

A group of student committees, in addition to the National Service Scheme (NSS), serves as a distinctive and effective mentoring process that observes numerous social activities.

- NSS unit organizes career guidance programs in the village to create awareness among school-going students about choosing career-oriented courses after finishing their school education.
- It organizes an awareness program on road safety by distributing pamphlets that explain the importance of wearing helmets and seatbelts, the dangers and unsafe lives of drinking and driving, and minor driving.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

Shree Sathyam College of Engineering and Technology (SSCET) is known for its academic achievement and community participation. SSCET participated in volunteer service, community development, and social outreach. Government agencies, non-profits, and community groups have recognized these achievements with awards. These awards demonstrate the institute's dedication to community improvement and social responsibility.

In addition, the institute undertakes programs to address farming, hygiene, the environment, and women's health. The institute emphasizes human values and social awareness among students. Blood donation camps, COVID-19 vaccination camps, tree planting, cleanliness campaigns, AIDS awareness programs, COVID-19 safety awareness, national leaders' birth and death anniversaries, Women's Day, Teachers' Day, voter awareness, anti-corruption oaths, Fit India Abhiyan, Human Rights Day, and more are among these activities. NSS units, committees, and departments conduct these activities to enhance students' personalities, social consciousness, and services.

- The President of Devannagoundanur Village appreciated the N.S.S. unit of our institute for organizing five days of extension activities, including school campus cleaning, blood donation camp, veterinary camp, tree planting, and grief collection activities, during the academic year 2018-19.
- The Health Inspector, Department of Primary Health Centre, Kidaiyar, thanked the N.S.S. unit of SSCET for organizing a one-day blood donation camp on January 3, 2019.
- The Headmaster of Government Higher Secondary School, Namakkal District, thanked Prof. C. Sasikumar from the Department of Computer Science and Engineering for organizing a one-day seminar on "Programming in C and C++" for 12th grade students on January 19, 2019.
- The Head Master of Panchayat Union Middle School, Devannagoundar, graciously presented the N.S.S. unit of SSCET for organizing a one-day campus cleaning program on February 2, 2019.
- Our institution received appreciation from the President of Devannagoundar Village Panchayat for conducting the rally against "Awareness on AIDS" on December 1, 2019.
- The Health Inspector at the Department of Primary Health Centre, Kidaiyur, expressed appreciation to the SSCET for organizing the blood donation camp at Kidaiyar Panchayat on September 10, 2019. Sankari Taluk, Salem District.
- The Health Inspector, Department of Primary Health Centre, Kidaiyur, expressed appreciation to the SSCET for conducting a one-day camp at Kidaiyar Panchayat on July 14, 2020, to raise awareness about COVID-19. Sankari Taluk, Salem District.
- The Head Master of Government Boys Higher Secondary School, Pallipalayam, Namakkal District, appreciated our institution's N.S.S. unit for organizing a one-day campus cleaning on

September 10, 2021.

- The Assistant Director of Government Veterinary Hospital, Yercaud, Salem District, appreciated our institution's N.S.S. unit for organizing a one-day campus cleaning program on November 25, 2022.
- The Health Inspector at the Department of Primary Health Centre, Kidaiyur, expressed appreciation to the SSCET for organizing the blood donation camp at Kidaiyar Panchayat on June 2, 2022. Sankari Taluk, Salem District.
- The President of Devannagoundanur Village appreciated the N.S.S. unit of our institute for organizing five days of extension activities in the academic year 2022–23, including school campus cleaning, a blood donation camp, and tree planting.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3

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

Response: 36

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	14	01	03	09

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration

3.5.1

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

Response: 16

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Response:

The college management provides the best possible infrastructure to support teaching and learning on campus. The institution has the following facilities:

- 26 classrooms, of which 18 are well equipped with LCD projectors with screen, one seminar hall, and one board room equipped with computers, LCD projectors, and audio systems to facilitate the conduct of meetings, seminars, workshops, conferences, symposia, etc.
- 293 computers in 7 computer laboratories to conduct practical classes, online tests, and staff evaluation. One computer Lab is used as for Language Lab with all accessories. 12 computers in an ICT center with browsing facilities for students 100 Mbps of broadband connectivity, two controlled Wi-Fi access points, and three numbers of Wi-Fi extenders for campus-wide internet access.
- There are 15 research instruments in the Central Instrumentation Centre. These include the AC-DC Rectifier Unit, the Digital Storage Oscilloscope (DSO), the VLSI Design Tools, the CNC Lathe Milling, Welding machineries, Furnance with microscope, the Total Station, the Concrete Mixer, the Universal Testing Machine (UTM), the Minor and Major Losses, the Theodolite, the Dumpy Level, the Orificemeter, Compaction factor, and Weins Plain Apparatus. Other instruments are also available in the labs.
- All engineering departments have separate laboratories for UG. A well-equipped media lab.
- Helping students with counseling sessions.
- One room for conducting skill development activities.
- 11,596 books, 10 magazines, and 77 printed journals, and Delnet Online Subscriptions are in the fully computerized central library. Besides, there are a total of seven departments.
- A separate administrative office for individual cabins for every non-teaching staff.
- Department Staff Rooms with Computers, Printers, and Other Accessories.
- Hostel Facilities are available for both boys and girls.
- Nearly 50% of the total students on roll are the inmates of the hostels run by the college.
- The hostels have dining halls, playgrounds, and recreational amenities. Medical room for immediate health needs.

- Shree Sathyam A/C Seminar Hall for organizing functions like association inauguration functions, freshers day celebrations, international conferences, convocation functions, cultural day programs, college day functions, get-together programs, etc.
- Separate rooms are provided for NSS, YRC, and Student Council.
- One generators with a total capacity of 20 KVA power is available at our campus.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 23.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
22.38	9.55	9.03	8.97	11.38

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Our Library has an Advisory Committee that meets twice in an academic year, i.e., at the beginning of each semester. Members of the committee represent their views and requirements in the meeting. Such requirements are discussed, and suggestions will be given to the library.

The significant initiatives implemented so far based on the instructions of the committee include the extension of library working hours till 6.00 p.m. on weekdays to enable students to make use of library resources after college working hours.

Extended working hours for the library during weekends and vacations, increasing the number of computers for public access, so as to facilitate more users accessing e-resources conveniently and to involve students in ICT learning.

Purchase of books and journals online to meet the demands of users. Integrated Library Management System, which is user-friendly, satisfies all the requirements of the students, and keeps records of different categories like books, national journals, international journals, newspapers, magazines, etc. The primary objectives of using an ILMS are to achieve flexibility and convenience in accessing information.

An online public access catalog (OPAC) is an online database of materials held by the library, and this enables the easier use of books and other library-related resources. The barcode scanner in the circulation system is used for transactions like issues, renewals, returns, reminders, overdue receipts, no-dues, reports, and statistics, which is most successful due to its speed, accuracy, and reliability.

DELNET (Developing Library Network): A very important library network that provides online access, inter alia, to a select list of online full-text foreign journals, full-text US patent literature, a union catalog of books, journals, theses, dissertations, etc. Its Document Delivery Service (DDS), which provides xerox copies of required journal articles, chapters of books, etc., is extremely useful for the students.

Students are also encouraged to watch online journals to enhance their learning. Library hours are allotted to each class so that the students have easy access to browse and borrow books from a book bank with a software system.

Some of the following facilities are provided for our students and faculties:

- Circulation.
- Article index of selected periodicals.
- Compilation of specialized bibliographies on demand.
- Weekly display of new arrivals.
- Reprography services.
- Reference files for selected topics.
- Library orientation to new members.
- Facility to reserve books.
- Files for newspaper copy/e-copy (cuttings).

- Display of publications done by faculty members.

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

The rare books belong to foreign authors for the improvement of the curriculum, reading enlivens, and strengthening domain knowledge. The Engineering encyclopedia is a benefit for the students because it impacts their early experiences with science and technology. Additionally, new arrivals are kept for updating the latest techniques and technologies. The Central Library maintains a book bank mainly consisting of undergraduate-level text books to help students belonging to economically and socially weaker sections of society, and books are sponsored by alumni students.

Project reports of passed-out students are kept in the library as a special report collection for future reference by the present students, which helps them with their project work and proposals.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institution has internet facilities with 100 Mbps speeds from two service providers. The institution is equipped with modern computing facilities, with 293 computers and 1 server with specialized software and LAN/Wi-Fi connections. Students can access these systems to meet both academic requirements and to pursue their research interests and projects. SSCET has the policy to deploy and upgrade the IT infrastructure and associated facilities as and when it is required. The new and additional computer laboratories are developed, systems are upgraded, and necessary software is procured based on the syllabus.

All departments submit their budget requirements in advance of the commencement of every academic

year to the principal for the installation of new or additional IT infrastructure, along with other requirements.

A review meeting follows the submission of the required lab needs, which are pursued not only to meet the requirements of Anna University but also to equip the students with the new technologies. This enables the arrival, installation, and testing of the equipment before the commencement of the academic year.

Each and every laboratory is equipped with the following IT infrastructure and associated facilities: A fully Wi-Fi campus with a high-speed 100 Mbps band width for a computer lab, a network lab with LAN, and a WLAN connection is provided. Every computer on campus is provided with an internet connection, which is essential for the faculty to work.

All faculty and students are permitted to use laptops using Ethernet ports for internet connectivity. A separate budget is allocated for IT laboratory upgrades of net speed every year. The IT laboratory is equipped with the following physical and IT facilities:

The management has been substantially augmenting the IT facilities since 2015 with the following:

The college has been updating its IT facilities periodically.

- A new LED display was installed to provide more digital visibility for college events.
- Two Wi-Fi devices and ten surveillance cameras were installed in our campus.
- The panoramic 360-degree view is available on the web for virtual tour of the campus.
- Three additional touch-screen display systems were also installed.
- One language lab was updated with infrastructure and computers with software.
- Internet connectivity was increased to 100 Mbps to have better Internet service.
- Intra-net connectivity is provided to all the buildings on campus with a 32 Kbps fiber optical cable.
- Antivirus 'K7' was installed for the security of the campus network, with features like IP NAT, DMZ, port blocking, and content filtering.
- The campus was upgraded with a wired and wireless network for structured networking through 60 VLAN connections and enabled with two L3 switches and twenty-four L2 switches with uninterrupted power support.
- 15 Wi-Fi access points were installed to cover the entire campus.
- The access points have controlled Wi-Fi, a dual radio system, and power radiation less than 26 dBm to avoid health hazards for students and staff.
- Hot-Spot (TACITINE) software was installed to provide user registration, IP assignment, login, time limit, and bandwidth control management.
- Mobile App for Lecture Capturing System and Biometric Attendance System. A centralized server room with one server was set up.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 1.58

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

Response: 264

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 7.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
10.82	1.52	0.28	1.28	6.17

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 75.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
332	223	185	165	150

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

1.Soft skills

2.Language and communication skills

3.Life skills (Yoga, physical fitness, health and hygiene)

4.ICT/computing skills

Response: B. 3 of the above

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

5.1.3

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

Response: 75.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
332	223	185	165	150

File Description	Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 73.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	15	17	24	21

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

2022-23	2021-22	2020-21	2019-20	2018-19
44	19	25	30	34

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

5.2.2

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

Response: 0

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

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

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

5.3 Student Participation and Activities

5.3.1

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

Response: 33

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	6	6	8	8

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document

5.3.2

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

Response: 9

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	9	9	10	8

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

The alumni association acts as a platform for all alumni members to extend their support to the present students at the institution by helping in various aspects of academics and non-academics. For the upcoming year 2024, the Alumni Association/Chapters will register and significantly contribute to the institution's development through both financial and non-financial means.

The Alumni Association plays an important role in shaping an institution's future by representing its members' views. On March 16, 2024, the Alumni Association convened at Seminar Hall 2, Shree Sathyam College of Engineering and Technology. This alumni association meeting selected the office-bearers for the positions of president, secretary, treasurer, and executive committee members. The Alumni Association will hold meetings twice a year to share their plans and views for the benefit of their junior students. Treasurer and Executive Committee members maintain alumni mailing lists, collect contributions to support activities, and organize events and annual meetings.

Alumni relations is a very important part of our institution’s advancement activities, including: Alumni are an institution’s most loyal supporters; Alumni are fundraising prospects; Alumni generate invaluable word-of-mouth marketing among their social and professional networks; By engaging alumni, our institution can continue to benefit from their skills and experience. Alumni are great role models for current students and are often well placed to offer practical support to students as they start their careers. Alumni are often in a position to engage the expertise of the institution in their professional lives. Our alumni are our international ambassadors. They take their knowledge of our institution to their hometowns and countries and into their professional and social networks.

The graduated students will be sharing their experiences with the current students to overcome their obstacles and prepare for their future careers. The institution regularly updates and maintains the information of all alumnus. Our institution encourages, fosters, and promotes close relations among the alumni themselves. Guide and assist alumni who have recently completed their courses of study to keep them engaged in productive pursuits useful to society. We also provide a forum for the alumni to exchange ideas on academic, cultural, and social issues of the day by organizing and coordinating reunion activities. The events organized by the alumnus give a greater impact, confidence, and motivation to the current students than any other resource person.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Shree Sathyam College of Engineering and Technology, established in 2011, aims to empower rural students through quality education and research. The college focuses on developing a deep understanding of human values and social concern among engineering graduates. The Shree Sathyam Educational Trust provides a full/half fee waiver scheme for socially and economically weak students, benefiting 85% of students annually.

The college is approved by AICTE and permanently affiliated to Anna University, Chennai. Situated 38km from Salem and 6km from Sankari railway station, the 10.12-acre campus is eco-friendly and green. With state-of-the-art facilities and excellent academic records, the college has earned recognition as one of India's leading educational institutes. It offers courses that connect spiritual and practical dimensions of intellectual life in a stimulating environment.

VISION

To be a value-based, globally recognized institution, we admit economically and socially backward rural area students and empower them with quality education to excel in academics, research, innovation, and entrepreneurial attitudes, as well as being good citizens.

MISSION

To establish state-of-the-art facilities and resources required to achieve excellence in teaching-learning and supplementary processes.

To provide faculty and staff with the required qualifications and competence and to provide opportunities to upgrade their knowledge and skills

To motivate the students who are economically weak to pursue higher education by offering special scholarships, appearing for competitive exams, and participating in other value-added programs for their holistic development.

To have regular interaction with the industries in the area of R&D and offer consultancy, training, and testing services.

To foster an entrepreneurial mindset in students and to give them access to a campus platform where they can launch their own businesses.

Overview of Strategic Plan:

The Strategic Plan 2021-2026 is determined based on academic, research, product development, and placement.

Based on the priorities, following areas are given more importance.

- Raising the bar for teaching and learning, particularly in the areas of curriculum and syllabi, teaching, and training.
- Value-added training programs
- Development of infrastructure
- Fortifying the fields of academic and research

QUALITY POLICY

Shree Sathyam College of Engineering and Technology is committed to providing quality education to the students, enabling them to excel in the fields of science, engineering, technology, and management to cater to the changing and challenging needs of society and industry through the following initiatives:

- Contributing to the student's academic standing and overall knowledge development
- Maintaining state-of-the-art infrastructure and a congenial learning environment
- Enhancing the competence of the faculty to a very high level and making them adopt all modern and innovative methods in the teaching-learning process
- Inculcating moral and ethical values among the students and staff
- Collaborating with industry, other institutions, and organizations for mutual benefit
- Promoting a research and development program for the growth of the economy.
- Continuing education is used to disseminate technical knowledge in the region.

Ensuring the continual improvement of the quality management system.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Strategic/Perspective plan :

Our objective is to produce 100% employable and entrepreneurial engineers while developing confident, involved, and self-aware citizens who respect our nation's cultural values. The Strategic Plan 2021-2026 is a comprehensive plan focusing on academic, research, product development, and placement, aimed at enhancing the overall development of the college.

The following goals of the strategic plans are being implemented :

- **Develop a smart campus:** Modern classrooms, supportive labs, and digitization of learning materials are crucial for students to achieve their objectives through effective study and practice.
- **Create better Teaching and Learning Opportunities:** To ensure high-quality education for all students, faculty members without doctorates must be motivated to finish their studies promptly, which should also be considered during hiring.
- **Encourage research:** The project is to improve and encourage research by enhancing the facilities. Students must be involved in the research projects as well. The field of product development needs to be heavily reinforced. Create products in collaboration with instructors and students, filing patent applications for original ideas.
- **Establish an environment friendly campus:** A campus with a rich biodiversity is necessary to support top-notch educational opportunities. The current garbage disposal techniques should be standardized to take advantage of new technological advancements.
- **Promote extracurricular activities:** Upgrade the current sports facilities to meet international standards in order for students to achieve success on a global scale. Plan more extracurricular activities so that students can learn in a more comprehensive way.

Methodology

The strategy plan outlines the approach that will be used to achieve the goals:

- Personal interviews and discussions were conducted with stakeholders, academicians, industry experts, students, alumni, and people's representatives.

Institutional bodies

Various institutional bodies for efficient and effective functioning of the institutes are

- College governing council
- Anti-Ragging/Squad Committee
- Industry Institute Interaction Committee
- Training and Placement Cell Entrepreneurship
- Students Grievance and Redressal Committee
- SC/ST Welfare Cell

- IQAC
- Women empowerment Cell
- Internal Auditing committee

The Principal annually assesses staff requirements for the next academic year in April, obtaining department head lists and determining the number of faculty members and Lab assistants based on the following established guidelines.

- She will consider appointing a Professor to be the Head of every discipline, besides the number of Assistant Professors required in accordance with the teacher-student ratio prescribed herein.
- The teacher-student ratio shall be 1:20, and for this purpose, the Professor shall also be included in counting the number of teachers.

She will appoint a selection committee for recruitment in each discipline, composed of the Principal, HOD, and the Department's advisors and experts from neighboring institutions.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The objectives of the performance appraisal of our institution are as follows:

- Provide feedback to the employees on their performance.
- Assessment of training
- Personal development of the employee.
- Monthly report
- Involvement in the development of the institution beyond academics.

The Vice Principal will oversee the performance appraisal process, providing guidance, coordinating execution, and imparting skills to evaluators. These evaluations are monitored by department heads, and the scores are used to determine annual increments and promotions.

BENEFITS TO FACULTY AND NON-TEACHING STAFF MEMBERS

- The management extends complimentary bus services to all staff members.
- The management provides complimentary accommodation and dining facilities to staff members residing in our hostel.
- Faculty members who have obtained a Ph.D. in Engineering receive an incentive of Rs.5000/-, while those in Science & Humanities receive Rs.2,500/-.
- Faculty members receive gifts in celebration of Diwali.
- Complimentary medical check-ups are provided to faculty members.

PROMOTION POLICY

All promotions shall be considered on the basis of merit and seniority.

- The management shall also consider the promotion of teaching staff to the next higher position on the basis of the guidelines given in this as per AICTE norms, subject to the condition that there has not been any disciplinary action taken against such candidates.
- Under normal circumstances, the senior most members of the staff shall be considered for promotion to the next higher level position, provided he or she has completed the years of service in the present position and qualifications as prescribed by AICTE.
- Professor: PhD with 5 years' experience as an Associate Professor.
- Associate Professor: PhD with 5 years' experience as an assistant
- Assistant Professor: Postgraduate Degree in the respective discipline with 2 years of

Those who are promoted shall be fitted into the scale of pay applicable to the respective category

YEARLY INCREMENTS

- Increments shall be given to the staff members based on their contributions and results achieved in the university examinations and based on their performance appraisal system evaluation by the college Principal.
- The 1.5% increment in dearness allowance to the basic pay for faculty members is applicable annually, contingent upon completing two years of service.
- If faculty members complete ten years of service, 50% of the dearness allowance will be implemented.
- After completing fifteen years of service, faculty members are eligible to receive 100% of the dearness allowance.

FACULTIES HIGHER EDUCATION: (M.E./M.Tech./Ph.D.)

- Faculty members interested in pursuing higher studies (M.E., M.Tech., or Ph.D.) on a part-time basis shall submit an application to the management through the principal seeking permission for registration.
- The College provides 3 ODs per semester for Ph.D. scholars to meet with supervisors and write course work exams. Faculty members nearing completion of their research work and ready to submit the thesis can receive a special leave of 2 months, determined by management and principal recommendation on a case-by-case basis.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2

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

Response: 66.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
45	40	43	46	53

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

6.3.3

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

Response: 47.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
46	8	26	50	62

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	14	14	11	9

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Response:

Mobilization of Fund

Tuition fees are the Institute's primary source of funding. The tuition FEES is set in accordance with Anna University policies and the fee fixing committee. The Sponsoring trust, SHREE SATHYAM CHARITABLE TRUST, guarantees the availability of necessary finances and provides the Institute with financial help to make up the shortfall.

a. Optimal Utilization of Resources:

To ensure optimal use of available funds, the institute creates a yearly budget based on the estimates provided by its departments and functional units. The Chairman, or Board of trustees, approves the sum. We create income and expense statements on a monthly basis. We conduct periodic audits to ensure optimal use of the budget for its intended purpose. We maintain the resources, facilities, and equipment to ensure peak performance. There is an annual maintenance contract in place for the software and

hardware. Mobilization of Funds for various resources:

Funds are acquired from the following sources:

1. Student tuition fees, fixed deposit amounts, government, and non-government agencies.
2. Supplementary funding approved by various funding agencies like AICTE, TNSCST, for research and seminar proposals put forth by different departments.

b. Budget Preparation

Establishing a systematic approach to budgeting, accounting, procurement, and invoice settlement, coupled with routine audits, is crucial for optimizing financial resources. Our institution boasts a robust system designed for the efficient utilization of available funds. Each department receives allocated funds as part of the annual budgeting process, which primarily caters to their operational needs and potential upgrades.

c. Auditing

A certified Chartered Accountant conducts quarterly reviews of the accounts/entries. Any suggestions or objections raised during these reviews are deliberated with the management for appropriate action. Annually, external auditors conduct a thorough review of the accounts, culminating in the preparation of audited financial statements. The internal auditors verify the balance sheet, which is then submitted to the management. This report serves as a foundation for effectively crafting the budget for the upcoming academic year. Internal audits aid management in comprehending financial needs, facilitating the implementation of suitable suggestions for optimizing funds sourced from various channels.

Process of internal auditing

The internal audit process involves regular scrutiny by the auditing committee of all invoices and vouchers. The accounts department ensures accurate maintenance of expense records, which is paramount for the institution. At the end of each fiscal year, a legal audit is conducted, and the management reviews the audit report.

Efficient allocation of financial resources is strategized at the beginning of each fiscal year. The accounts department manages purchase orders for laboratory equipment, instructional aids, furnishings, and facilities, as well as the payment of maintenance bills. Additionally, they oversee tasks such as tuition fee collection, wage distribution, tax payment, and loan distribution.

Process of external auditing

External auditing, as mandated by government regulations, typically occurs annually. After the auditor confirms, all transactions undergo proper authorization and are then presented to management for further scrutiny. Any discrepancies identified during the audit are promptly investigated, along with any required supporting documentation, within the specified time frames.

The management authorities duly acknowledge the audited declaration on the paperwork.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Response:

Curriculum Delivery

- To assess the level of attainment of vision and mission, PEOs, POs once a year and COs once in 6 months for all programmes
- To conduct academic audits for all programmes at least once a year

Faculty Development

- To organize a minimum of two pedagogical training programmes per year for new teaching faculty and for those who require additional training
- To organize at least one common skill-development programme per year for the supporting staff

Teaching–Learning Process

- To review student performance in IAT tests for all departments within a weeks of completion of the tests
- To attain 100% utilization of the digital learning platforms (Moodle/Digital library/smart class rooms) by all teaching faculty.
- To register and complete at least two relevant NPTEL Course and 1 FDP/industrial training(not less than 5 days) by all teaching faculty per year
- To appoint two adjunct faculty from industry for every programme

Co-Curricular Activities

- To organise one international conference every years
- To conduct coaching classes for national/State level competitive exams like UPSC, GATE, TANCET etc and to ensure that 2 students from each department clear the exams successfully

Extracurricular Activities

- To Periodically carryout extra-curricular activities through NCC, NSS, YRC and other Clubs
- To be within the top fifty rank of Anna University, Chennai sports meet and to achieve at least 5 medals at the national/international level

Placement

- To achieve 95% campus placement of eligible & interested candidates by June-July every year with an average student's salary of 3 Lakhs every year

R&D, Industry- Institute Interaction, Continuing Education, Consultancy, Incubation

- To sign MoUs or enter into collaborations with a minimum total of ten industries for mutually-beneficial interaction and organise at least 10 joint programmes
- To achieve R& D grants and revenue generation through consultancy, training and testing services etc.

Accreditation

- To get NBA accreditation for the UG programmes of CSE, ECE, EEE, and IT&MECH in 2024.

FUNCTIONS OF IQAC

Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution.

- Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes.
- Dissemination of information on various quality parameters of higher education.
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.
- Documentation of the various programmes/activities leading to quality improvement.

- Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices.
- Development and maintenance of institutional database through Management Information System (MIS) for the purpose of maintaining/enhancing the institutional quality.
- Development of Quality Culture in the institution.
- Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The mission of Shree Sathyam College of Engineering and Technology is to cultivate self-reliant, lifelong learners who excel in communication, embrace cultural diversity, acknowledge social responsibilities, and show zero tolerance for sexual harassment. Our primary goal is to advance engineering education that meets the needs of society, emphasizing gender equality. Therefore, we ensure equal opportunities for both genders across all aspects of our institution, including admissions, employment, training, placement, sports, and cultural activities.

In recognition of the ongoing challenges faced by women in our society, our institution conducts programs on gender equity to raise awareness and foster discipline, promoting women's empowerment. Our Women Empowerment Cell actively supports female students across all facets of life, fostering awareness of rights and responsibilities through seminars, guest lectures, and other initiatives, empowering them to address their own concerns. The Cell serves as a platform for women to share experiences and viewpoints, fostering legal awareness among faculty, staff, and students and providing counseling when needed, thus contributing to gender equity promotion.

Our well-established mentoring system plays a vital role in promoting gender equity by providing patient and thoughtful support to students facing personal and academic challenges, guiding them to resolve issues with ethical values. We refer students to appropriate resources when necessary for further assistance.

We serve as a crucial channel for maintaining harmony among students, faculty, and management, ensuring active student participation in institutional affairs for mutual improvement. We have station security guards at key points to ensure the safety of women on our campus, while wardens oversee hostel safety. We employ CCTV surveillance and provide dedicated facilities like counselling rooms, furnished common rooms, and transportation for female students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

Over the past two decades, sustainable development and sustainability have become increasingly important in engineering education, but further advancement is required. The intersection of infrastructure, inequality, and resilience largely depends on integration. Actively integrating sustainability into tertiary-level education can accelerate the promotion of more integrated approaches to infrastructure and resilience, which incorporate social aspects.

Cultural Celebrations:

Pongal Celebrations: Pongal, celebrated annually on the first day of the Tamil month "Thai" in mid-January, is a significant Thanksgiving festival for Tamil people honoring farmers through rituals worshipping the sun, cows, and agricultural fields. We celebrate Pongal at our college to increase awareness among students and faculty. Known as "Samathuva Pongal," it promotes inclusivity among people of diverse castes and backgrounds, highlighting its cultural significance to students from across India.

Teachers' Day: Students celebrate Teachers' Day with enthusiasm on September 5th, the birth anniversary of former Indian President Dr. Radhakrishnan. Students organize programs to honor and show respect for their teachers by offering sweets as tokens of appreciation.

Our institution celebrates June 21st as the International Day of Yoga, with students and faculty enthusiastically participating in yoga practices to commemorate this occasion. Additionally, our college has a partnership with Heartfullness, and we organize meditation and yoga classes for both students and

faculty every year.

Tree Plantation: Shree Sathyam College of Engineering and Technology is deeply committed to promoting environmental purity. In 2018, our YRC and NSS students organized a tree plantation program, scattering 6,000 tree seed balls of various species in and around Sankari. Additionally, as part of an extended tree planting initiative, our students planted more than 5,000 saplings within our campus and neighboring villages such as Manjakkalpatty, Kedaiyur, Kuppanur, and Devannagaundanur.

Awareness Programs: Shree Sathyam College students and employees prioritize educating the local community through annual awareness programs on topics such as road safety week awareness, dengue fever prevention, the right to vote, the Kavalan SOS App awareness program for girls, plastic reduction, HIV/AIDS awareness, organic farming, cancer awareness, and so on.

Shree Sathyam College of Engineering and Technology conducts various initiatives to promote awareness among students and staff about constitutional obligations, encompassing the values, rights, duties, and responsibilities of citizens. Our institution is committed to nurturing engineers who uphold strong moral and ethical values, in addition to our pursuit of academic excellence across all domains. We actively encourage students to participate in social activities, which cultivates a sense of responsibility essential for good citizenship.

National Festival Celebrations: Shree Sathyam College honors the sacrifice and service of leaders pivotal to our nation's independence and progress through regular observance of national festivals like Independence Day, Republic Day, and birth anniversaries of notable figures. These celebrations cultivate strong patriotism and loyalty among students, promoting unity amidst diversity.

Every individual upholds environmental cleanliness as a duty, as it is essential for maintaining physical and mental well-being. Our campus actively promotes green initiatives such as restricting automobile access, establishing pedestrian-friendly pathways, and enhancing landscaping with trees and plants to foster a clean atmosphere. The enthusiastic involvement of our students and staff in advocating for campus cleanliness reflects our commitment to a culture of cleanliness under the SWACHHATA and Clean India Programme initiatives.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE-1

Generous Scholarships and Freeships to Needy, Meritorious and Extraordinary Students.

Objective of the Practice:

- **Enhancing Access:** Ensure deserving students can pursue engineering education regardless of financial constraints.
- **Recognizing Excellence:** Reward and motivate students for outstanding academic performance.
- **Promoting Meritocracy:** Establish a system that values and supports students based on their achievements.
- **Fostering Diversity:** To promote inclusivity in engineering education, support students from diverse backgrounds.
- **Alleviating Financial Burdens:** Reduce financial barriers to higher education and student success.
- **Facilitating Student Achievement:** Financial support empowers students to succeed academically and professionally.
- **Building Reputation and Attraction:** Enhance the college's reputation and attract talented students by demonstrating commitment to student support.

The Context:

Shree Sathyam College of Engineering and Technology, Sankari, is working to address the financial challenges faced by economically disadvantaged students in higher education. The college acts as an intermediary between the state government and students, offering scholarships and financial aid programs. However, the college acknowledges that government assistance alone is insufficient and has taken proactive measures to support these students.

Practice:

The college offers financial assistance to engineering students who meet specific academic benchmarks, including partial and full fee waivers. These programs acknowledge academic excellence and foster a supportive environment for diverse students. The goal is to promote meritocracy and equitable access to education, fostering future engineering leaders.

Evidence of Success:

- **Graduation rates:** Higher graduation rates among scholarship recipients indicate that financial support contributes to students' ability to complete their degree programs.
- **Employment outcomes:** After graduation, scholarship recipients' job placement rates, starting salaries, and career trajectories increased due to the scholarship's impact on career advancement.
- **Higher retention rates:** Among scholarship recipients indicate increased levels of student engagement and commitment facilitated by financial support.
- **Alumni Success Stories:** scholarship recipients have achieved notable accomplishments in their careers or made significant contributions to their field. Alumni testimonials serve as powerful evidence of how scholarships have positively influenced their professional and personal

development.

Management scholarships enable students to pursue their educational goals, develop leadership skills, and establish a successful management career. They also provide financial support for poor students and girls, and enable parents to send their daughters to college.

Problems Encountered and Resources Required

We encountered some problems during the implementation,

- One of the primary challenges is obtaining sufficient funding to support all deserving students. Budget constraints may limit the number and scope of fee waivers and scholarships offered.
- Ensuring fairness and transparency in the distribution of scholarships based on academic performance and financial need can be complex. Developing clear criteria and selection processes is essential to avoid bias or favoritism.
- The demand for financial aid often exceeds available resources, leading to difficult decisions regarding which students receive support.
- Tracking the impact of scholarships on student outcomes and adjusting programs accordingly requires dedicated resources for data collection, analysis, and reporting.

Resources required to address these challenges:

To address challenges in providing financial assistance:

- Secure additional funding through partnerships and grants.
- Implement fair selection processes with technology and training.
- Create data systems to ensure effective monitoring.
- Foster community partnerships for sustainable support.
- Offer student support services and improve communication to ensure transparency. Top of Form

BEST PRACTICE-2

Institute Industry Collaboration towards Skill Development

1. Objectives of the Practice

- To fill the gaps between the available curriculum and the needs of the industry.
- To gain access to expertise of global leaders and instructors in various domains of engineering and technology and stay up to date with the recent advancements.
- To bridge the industry-institute gap.
- To help students to come up with innovative ideas and do relevant projects that have a lasting social impact.
- To enhance the employability skills such as aptitude, quantitative, verbal and reasoning ability.
- Make students aware of the various available career options and help them identify their career goals and profession.

3 The Context

Our institution adapt curriculum to industry changes and technological advancements, bridging the gap between industry expectations and what they teach. This includes offering value-added courses, emerging courses, practical placement training, and collaborating with industry to generate intellectual property.

4. Practice

The management of SSCET sponsors and motivates all the teachers to pursue at least one online course from a globally top-ranked university, such as NPTEL or Coursera, in each semester to update themselves on technology and practices that are futuristic. Specialized value-added courses are conducted for students by industry and in-house experts, which has resulted in our students doing innovative projects during their final semester projects. A well-designed 30-hour training module specifically tailored to the competencies of our students is used to train them and hone their skills in aptitude, reasoning, technical, communication, and soft skills. Besides, the institution, being a part of SSCET, constantly receives technical advice and input from its industry experts, which is used in developing an effective training methodology for placements. Collaborating with numerous industries through the signing of Memorandums of Understanding. Effective participation of students in NaanMudhalvan, an initiative of the government, helps students gain more knowledge.

5. Evidence of Success

The Electrical Engineering Department offered about five internships and 10 value-added courses. As a result, eight groups of students completed creative projects for their final semester. The Department of Civil Engineering offered around five internships and ten value-added courses. As a result, seven student batches completed creative projects for their final semester. In addition to more than five internships, the Department of Computer Science Engineering offered over ten value-added courses. As a result, more students participated the coding competition, and over 15 batches of students completed creative projects for their eighth semester. The mechanical engineering department's students completed over thirty internships with different main businesses. As a result, they designed good projects for their final semester. Teachers from different departments signed up for NPTEL's online courses. The SSCET faculty members have completed over ten courses. SSCET forged partnerships, or Memoranda of Understandings, with prestigious companies. Effective placement was achieved by this best practice "Institute Industry Collaboration towards Skill Development".

6. Problems Encountered and Resources Required

Most of the students often struggle with traditional exams and balance academic work with extracurricular activities due to time restrictions. To address this, libraries, research labs, and computer centers remain open late into the evening and holidays. Value-added courses are scheduled during semester breaks, and faculty are encouraged to receive training through sponsored courses.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Title: Shaping Minds, Transforming Communities and Community Service

Introduction:

Shree Sathyam College of Engineering and Technology is located in a rural area under Salem District, which was founded by Shree Sathyam Educational Trust. A significant majority of students hail from financially constrained backgrounds, with many being first-generation learners. The college is committed to the holistic and sustainable growth of its students, aiming to uplift economically weak rural students into responsible citizens of India.

In an era marked by rapid urbanization and technological advancement, it is easy to overlook the essential needs of rural communities. However, Shree Sathyam College of Engineering and Technology, Sankari stands as a beacon of hope, actively engaging with nearby villages to maintain hygiene and promote awareness through various initiatives. This report will delve into the multifaceted efforts undertaken by our institution, highlighting key aspects such as cleaning campaigns, awareness programs, environmental conservation, and community empowerment.

Yoga and Meditation trainings:

The college has taken a proactive step in enhancing its yoga and meditation offerings by signing Memorandums of Understanding (MOUs) with various reputable yoga and meditation training centers. These collaborations allow students to access expert-led yoga and meditation training and classes, enriching their experience and providing high-quality instruction. By partnering with established training centers, the college ensures that students receive comprehensive and professional guidance in these wellness practices. This initiative reflects the institution's commitment to providing students with diverse opportunities for personal growth and well-being, beyond traditional academic education. Through these MOUs, students can benefit from a structured and supportive environment that encourages the adoption and integration of yoga and meditation into their daily lives, contributing to their overall health and wellness throughout their college journey and beyond.

Cleaning initiatives:

One of the cornerstone activities of our college's community engagement efforts is the regular organization of mass cleaning campaigns in nearby villages. Through these campaigns, students and faculty members actively participate in clearing garbage, cleaning public spaces, and promoting waste segregation practices. By instilling a sense of responsibility and ownership, these initiatives not only enhance the cleanliness of the villages but also foster a culture of environmental stewardship among residents.

Awareness Programs:

In addition to cleaning activities, our college is actively conducting a range of awareness programs aimed at promoting the holistic well-being of its students. These programs encompass diverse topics such as mental health awareness, stress management techniques, nutrition and fitness education, and mindfulness practices like yoga and meditation. By organizing workshops, seminars, and interactive sessions, the college aims to empower students with knowledge and skills essential for maintaining physical, emotional, and psychological balance. Furthermore, the institution collaborates with experts and professionals to deliver comprehensive and up-to-date information on well-being, thereby fostering a supportive and nurturing environment for students to thrive. These initiatives not only equip students with valuable tools for self-care but also cultivate a culture of wellness and resilience within the college community, ultimately enhancing overall student success and satisfaction. One such event is National Unity Day, celebrated on the birth anniversary of Sardar Vallabhai Patel. Through workshops, seminars, and outreach programs, students educate villagers about the significance of unity and integration, echoing Patel's vision of a united India.

Massive Tree plantation drives-One student,One tree:

Recognizing the critical importance of environmental conservation, our college launched the “one student, one tree” campaign. This initiative encourages every student to plant and nurture a tree, thereby contributing to the greening of nearby villages and mitigating the impact of deforestation. Through hands-on involvement in tree planting activities, students develop a deeper appreciation for nature and learn the importance of sustainable living practices.

Blood Donation drives:

Another vital aspect of our college's community outreach is the organization of blood donation drives in collaboration with health care authorities. By mobilizing students, faculty, and residences, these drives help replenish blood banks, saving countless lives in times of emergency. Moreover, they foster a culture of altruism and compassion, reinforcing the values of empathy and social responsibility among participants.

Dengue Awareness Program:

Our college is deeply committed to combating the spread of mosquito-borne diseases, with a particular focus on raising awareness about dengue fever. Dengue fever, caused by the bite of infected Aedes mosquitoes, poses a significant public health threat in many tropical and subtropical regions, including our own community. Therefore, our college has launched a comprehensive dengue awareness program aimed at educating residents about the symptoms, prevention methods, and treatment options for dengue fever.

The dengue awareness program encompasses a variety of activities designed to reach a wide audience and promote behavioural change. These activities include educational workshops, informational campaigns, community outreach, mosquito control measures, collaborations with health care providers, etc.

By empowering residents with knowledge and resources, our dengue awareness program aims to reduce the incidence of dengue fever and protect the health and well-being of our community. Through

collective action and community engagement, we can create a safer and healthier environment for all.

Career guidance for higher secondary students:

Additionally, our college is committed to empowering the youth of nearby villages by providing career guidance and counselling sessions for higher secondary students. Through interactive workshops, aptitude tests, and mentorship programs, students are equipped with the necessary skills and information to make informed decisions about their career paths. By bridging the gap between education and employment opportunities, these initiatives pave the way for a brighter and more prosperous future for the youth.

Conclusion:

Shree Sathyam College of Engineering and Technology takes pride not only in its academic achievements but also in its commitment to serving the community. Through initiatives like "Clean Campus, Green Campus," the institution actively engages students and staff in social service activities such as campus cleaning drives. By instilling a sense of environmental responsibility and civic duty, the college not only contributes to the cleanliness and aesthetics of its surroundings but also fosters a culture of social consciousness among its members. Through such efforts, Our College demonstrates its dedication to creating a positive impact beyond the confines of its campus, making a meaningful difference in society.

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

5. CONCLUSION

Additional Information :

- SSCET has clearly defined its vision, mission, objectives, quality policy, and core values.
- In terms of classrooms and laboratories, SSCET's physical infrastructure exceeds the requirements set by AICTE and Anna University.
- To improve their skills, faculty members frequently take part in webinars, conferences, workshops, seminars, and faculty development programs.
- The increased emphasis on research and development and institutional consulting activities is attracting a larger number of faculty members.
- Faculty members receive incentives for their achievements in research and academic activities. We encourage all students to participate in inter-collegiate and industry-oriented events at the regional level to foster their competitive spirit.
- All students at SSCET receive regular schedules for training and placement sessions.
- SSCET promotes entrepreneurship by anticipating current and future needs, bringing actionable and new ideas to market, and equipping students with the skills and initiatives necessary to create more jobs in society.
- The faculty members have anchored the NAAC documentation preparation, shouldering the responsibility with dedication and leadership.

Concluding Remarks :

- Education is critical for a nation's success and an individual's mental development. However, in emerging nations like India, ignorance and poverty are huge barriers. Overcoming these challenges is vital, and education is one of the key foundations for doing so. SSCET dedicates itself to providing students with an unforgettable learning experience. Our careful planning, clear vision, and mission statements make this possible.
- We are able to strive for excellence in academics, research, and governance because of the dedication of our faculty members, staff members, and students. As part of our dedication to accountability, we prepared a self-study report to analyze our strengths, weaknesses, challenges, and opportunities.
- Our participation in the National Assessment and Accreditation Council's accreditation process demonstrates our commitment to understanding our performance and being accountable to all stakeholders.
- Providing students with the intellectual edge and tenacity they need to pursue their chosen fields of study at a high level is the primary goal of SSCET. Also, our goal is to create responsible, socially conscious people who can make valuable contributions to society's advancement.
- We firmly believe in our motto and dedicate ourselves to developing individuals into technologically advanced, socially responsible, and civically responsible citizens for the welfare and advancement of humanity. In conclusion, SSCET is committed to advancing education as a way to empower people and create a better future for India.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :19</p> <p>Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have excluded courses conducted under regular curriculum</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>390</td><td>170</td><td>228</td><td>157</td><td>187</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>123</td><td>57</td><td>228</td><td>14</td><td>94</td></tr></table> <p>Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have excluded courses conducted under regular curriculum</p>	2022-23	2021-22	2020-21	2019-20	2018-19	390	170	228	157	187	2022-23	2021-22	2020-21	2019-20	2018-19	123	57	228	14	94
2022-23	2021-22	2020-21	2019-20	2018-19																	
390	170	228	157	187																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
123	57	228	14	94																	
2.1.2	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>75</td><td>22</td><td>36</td><td>44</td><td>18</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>69</td><td>22</td><td>36</td><td>44</td><td>18</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	75	22	36	44	18	2022-23	2021-22	2020-21	2019-20	2018-19	69	22	36	44	18
2022-23	2021-22	2020-21	2019-20	2018-19																	
75	22	36	44	18																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
69	22	36	44	18																	

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
130	104	104	128	135

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
130	104	104	128	135

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

3.1.1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2.33	1.65	8.25	1.05	2.80

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2.33	1.40	1.65	1.05	2.80

Remark : DVV has made changes as per the report shared by the HEI

3.2.2

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
08	10	05	10	04

Answer After DVV Verification :

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

04	06	02	06	03
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Remark : DVV has made necessary changes.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have considered UGC published journals and has followed calendar year (JAN-DEC)

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	17	02	03	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	14	01	03	09

Remark : DVV has made changes as per supporting shared by HEI and values have been downgraded as we have excluded Days Celebration Like Yoga Day, AIDS Day, Environment Day etc

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

	<p>Answer before DVV Verification : Answer After DVV Verification :16 Remark : DVV has made necessary changes.</p>																				
4.4.1	<p><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>42.27</td><td>13.49</td><td>13.04</td><td>14.01</td><td>34.47</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>10.82</td><td>1.52</td><td>0.28</td><td>1.28</td><td>6.17</td></tr></table> <p>Remark : DVV has made changes as per audit report shared by HEI and and has considered Repairs and Maintenance Expenses</p>	2022-23	2021-22	2020-21	2019-20	2018-19	42.27	13.49	13.04	14.01	34.47	2022-23	2021-22	2020-21	2019-20	2018-19	10.82	1.52	0.28	1.28	6.17
2022-23	2021-22	2020-21	2019-20	2018-19																	
42.27	13.49	13.04	14.01	34.47																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
10.82	1.52	0.28	1.28	6.17																	
5.1.2	<p><i>Following capacity development and skills enhancement activities are organised for improving students' capability</i></p> <p>1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. ICT/computing skills</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has made necessary changes.</p>																				
5.1.4	<p><i>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</i></p> <p>1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has made necessary changes.</p>																				

5.3.2	<p>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</p> <p>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>31</td><td>23</td><td>23</td><td>39</td><td>36</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>9</td><td>9</td><td>9</td><td>10</td><td>8</td></tr></table> <p>Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as events under same date has been counted as one</p>	2022-23	2021-22	2020-21	2019-20	2018-19	31	23	23	39	36	2022-23	2021-22	2020-21	2019-20	2018-19	9	9	9	10	8
2022-23	2021-22	2020-21	2019-20	2018-19																	
31	23	23	39	36																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
9	9	9	10	8																	
6.2.2	<p><i>Institution implements e-governance in its operations</i></p> <p>1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has made necessary changes.</p>																				
6.3.2	<p>Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>47</td><td>40</td><td>46</td><td>46</td><td>53</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>45</td><td>40</td><td>43</td><td>46</td><td>53</td></tr></table> <p>Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have excluded financial support less than Rs. 2000</p>	2022-23	2021-22	2020-21	2019-20	2018-19	47	40	46	46	53	2022-23	2021-22	2020-21	2019-20	2018-19	45	40	43	46	53
2022-23	2021-22	2020-21	2019-20	2018-19																	
47	40	46	46	53																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
45	40	43	46	53																	

6.3.3

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
53	59	60	52	62

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
46	8	26	50	62

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	14	14	11	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	14	14	11	9

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

2.Extended Profile Deviations

Extended Form Deviations					
ID	Extended Questions				
1.1	Expenditure excluding salary component year wise during the last five years (INR in lakhs)				
	Answer before DVV Verification:				
	2022-23	2021-22	2020-21	2019-20	2018-19
	97.53	38.35	36.14	39.52	54.30
	Answer After DVV Verification:				
	2022-23	2021-22	2020-21	2019-20	2018-19
	96.36	36.65	35.18	38.28	54.33