



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

PAAVAI COLLEGE OF ENGINEERING

NH-44,PACHAL,NAMAKKAL
637018

<https://pce.paavai.edu.in/>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The vision of our Chairman, Shri CA N.V. Natarajan, started with the founding of the 'Pavai Varam Educational Trust' in 1997. The Trust aims to offer quality education to underprivileged youth, especially from rural and remote areas around Rasipuram, a small town in Tamilnadu known for its historical significance and products like pure ghee, sago and silk.

Paavai College of Engineering, which was established in 2006, is a key part of this vision. Over the past two decades, it has made significant strides in providing technical education to students from rural areas in Namakkal District. The college has secured the 36th, 44th, 28th, position among 314 Non-Autonomous Affiliated colleges in Tamilnadu in Nov/Dec 2022, April/May 2023, Nov/Dec 2023 examination conducted by Anna University, Chennai respectively. Our institution has received Platinum status in AICTE-CII survey (2016-2017) for its commitment to quality in education.

The college is an Anna University Affiliated Institution, approved by AICTE, New Delhi. Currently, the college offers eight B.E / B.Tech Degree programmes, one M.E. degree programme and also MBA & MCA programmes. The college is known for its modern infrastructure, center for excellence, advanced laboratories, a well-stocked library, and ICT facilities. The college ensures students' overall academic development and provides ample opportunities to showcase their latest talents through extracurricular, Co-Curricular and extension activities. With its well-established programmes in counseling, career guidance, internship training, industrial visits, guest lecturers, workshops, seminars, conferences, in-plant training, and project guidance, Paavai College of Engineering is a "progressive" and "modern" educational institution.

The College is located in Namakkal, just 7 km from the nearest railway station and right on NH-44 and is easily accessible by road and rail. It is situated on a 10.29 acres campus that is clean, green and serene.

Vision

To emerge as an eminent educational institution, committed to transform of the next generation into conscientious citizens equipped with both social responsibility and professional prowess, prepared to face challenges courageously.

Mission

- To endeavor to provide purpose-driven, lifelong education, infused with pioneering technology that aligns with global benchmarks, ensuring unparalleled quality and value addition.
- To propel national progress in the realms of science, technology, humanities, and management through rigorous research endeavors.
- To foster a learning ecosystem devoted to social, ethical, ecological, cultural, and economic advancement.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Visionary and benevolent management drives strategic growth.
- Unified leadership fosters academic excellence and innovation.
- The institution boasts exceptional infrastructure and cutting-edge labs.
- Transparent administration and clear decentralization ensure efficient governance.
- Faculty are highly qualified, experienced, and dedicated to student success.
- Innovative teaching practices are strongly emphasized.
- Eminent personalities from various fields are invited to inspire and motivate students.
- A good faculty to student ratio enhances personalized attention.
- Extensive research facilities support scholarly work and innovation.
- The Training & Placement Cell offers comprehensive career support.
- The institution has a strong track record of successful student placements.
- Faculty effectively use ICT tools for teaching.
- Students enjoy amenities such as a gym, sports facilities, and medical services.
- Excellent indoor and outdoor sports facilities.
- The Entrepreneurship Development Cell and Innovation Council foster innovation and entrepreneurship.
- Paavai IAS Academy offers specialized UPSC exam preparation.
- The campus is equipped with Wi-Fi and e-learning resources.
- Management scholarship policy supports merit and sports achievements.
- Active collaboration with ISTE and CSI enhance development.
- The institution maintains a green and eco-friendly campus.

Institutional Weakness

- Affiliation with Anna University, Chennai imposes constraints on curriculum and syllabus development.
- Students from rural backgrounds with moderate cutoff marks.
- There is a limited awareness of entrepreneurship among students.
- The industrial consultancy needs substantial enhancement.
- A university-recognized research center needs to be established.

Institutional Opportunity

- Increase the number of industry projects and encourage greater participation from both students and staff in industry training programs.
- Capitalize on robust alumni engagement to boost student placements and foster collaborative development efforts.
- Implement innovative value-added courses to address and fulfill the skill requirements of students.
- Explore additional avenues for enhancing research opportunities and industry interactions.

Institutional Challenge

- Decreasing student interest in traditional programs (Mechanical, Civil, Electrical and Electronics Engineering).
- Enhance language proficiency for students from Tamil medium backgrounds to meet industry expectations.
- Make them to compete with city based students.
- Attract other state students.
- Ensure employability for all students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Paavai College of Engineering is affiliated to Anna University, Chennai and approved by AICTE, and the curriculum is rigorously followed by the Eight UG engineering courses, one PG engineering degree, and MBA & MCA courses that are offered. Before the start of the commencement of the academic year, after Anna University issued its academic schedule, an academic calendar was created that covers all of the required, elective and extracurricular activities.

Each department's timetable coordinator is a member of the group, who creating the time slots for common sharing subjects and the schedules. The department finalized and allotted subjects in accordance with the teaching faculty's specialization, experience and willingness.

The curriculum for undergraduate engineering programs are designed for humanities, basic and engineering sciences, mathematics, professional core, professional and open electives and skill development courses. As part of the "Naan Mudhalvan" initiative of the Tamilnadu government's skill development programme, the curriculum also offers instruction using the latest software and technologies which includes mini projects, laboratory, project work, technical seminars and other activities.

The curriculum's core subjects impart technical expertise relevant to the programme of choice. In professional core courses, students learn critical concepts, while in professional optional courses, they learn complex topics which will facilitate problem solving and lateral thinking skills. Academic courses were delivered using multimedia projectors, video lectures and micro projects in addition to the standard classroom lecture format.

The participation of the students in technical symposiums held at our college and other adjacent colleges are also encouraged. In addition, they participate in NSS and EDC activities which help young people develop their personalities and character through social service. Students take up in plant trainings and internships during their semester breaks which enables them to widen their subject knowledge through expeditional learning in the real world scenario. They are also permitted to join extracurricular clubs where their imagination creativity take a fanciful flight and students latest talents are tapped .

By soliciting student input, the faculty members' delivery of the courses is periodically evaluated. The feedback gathered from stakeholders for institutional growth is used to monitor the institution's quality.

Teaching-learning and Evaluation

Our college uses the Single Window Admission System administered by the Directorate of Technical Education for undergraduate admissions, and the Tamilnadu Common Entrance Test administered by Anna University and Consortium for postgraduate admissions. Before the commencement of the degree program, a number of measures have been implemented to help the rural and poor students, such as bridge courses and soft skill training. The institutional academic calendar is created in accordance with Anna University at the beginning of each semester.

The primary emphasis of the teaching learning process is on experiential, engaging, and immersive learning. Through the use of Power Point presentations, Google Classroom, and the ILMS, the institution supports ICT-friendly education. The Central Library has an extensive collection of current textbooks and reference books. All people have access to journals and other electronic materials online. The institute has put in place a mentoring programme to address the academic and stress-related problems of the students. The college has identified both slow and advanced learners and has specific programmes have planned for both groups. Slow learners are given remedial classes and counseling.

Two class committee are held per semester. The committee's chairperson explains the department's policies, the exam process, discusses the completion of the curriculum, and solicits comments on any academic or administrative challenges that students may be experiencing.

Internal evaluation procedures are open and reliable. The procedure for handling complaints about exams is clear, specific, and effective. The program outcomes and course results are made clear to faculties and students. The university has designed curriculum based on outcome-based education, which is communicated to faculties and students, by defining suitable POs, PSOs, and COs for every program. Every program measures student performance based on student's achievement of learning outcomes and suitable improvement strategies are implemented in material delivery, assessment, and evaluation to achieve required skill set and competencies.

Research, Innovations and Extension

By offering facilities like high-speed internet connectivity, well equipped laboratories, and subscription to

research journals, as well as by encouraging faculty members to engage in research-related activities like publishing research papers and attending workshops and conferences, the Institute actively encourages the campus' research and development activities. Many of our faculty members are pursuing Ph.D., The publication of academic' works in peer-reviewed national and international journals and conferences are strongly encouraged. Participation in inter-college competitions, seminars, and workshops are also encouraged. Through the IQAC and EDC cell the institute ardently promotes research by holding technical and IPR-related workshops, seminars, and training programs. Under the auspices of MOE's, the Institute has formed the Institution's Innovation Council (IIC) to encourage a culture of innovation and excellence among the professors and students. MOU are signed with reputed companies for the benefit of students, and also offers seminars and workshops on pertinent issues and internship/training and placement opportunities.

Through organized forums like NSS, UBA and TQI events run by government/non government organizations, faculty members and students avidly participate in institutional social responsibility activities. Many accolades and prizes are given for a variety of extension initiatives by universities, state-level organizations, and NGOs. Sapling plantings, adopting village, awareness campaigns for local school children, and residential camps for local villagers in and around college vicinity are ongoing activities for the betterment of communities.

Infrastructure and Learning Resources

The college satisfies AICTE standards with its sprawling 10.29 acres of land, 18379.55 square metres of instructional space and 26613.54 square metres of total built-up space. For efficient teaching and learning, the institution has well-established laboratories, skill development centers, classrooms with ICT equipment, computing facilities and seminar halls. The college has a playground with equipment for outdoor sports like Kho-Kho, Yoga, basketball, badminton, volleyball and cricket. The college offers indoor sports such as shuttle, judo, boxing, weight lifting, body building and tenniquit. The Main Library has been updated as a digital library and is fully automated with 27,124 volumes and 6445 titles. The library subscribes to more than 144 national and international journals, more than 600 e-journals in DELNET and NDL publications, in addition to more than 3306 e-books.

The Institute regularly updates its IT infrastructure, installing enough computers connected to fibre optic networks and Wi-Fi to give all stakeholders improved access to the campus's learning resources and ICT services. The Institute offers 1GBps leased line capacity internet service that is available around-the-clock. The institution provides efficient maintenance support and suitable budget allocation for the best possible use of the resources for all physical, academic, IT and other facilities. There is a separate hostel for boys and girls. There is a gym on campus that is available to both boys and girls. For the purpose of recycling the waste water, a system with a 4.5 lakh litre/day capacity is generated. There is a pharmacy inside the hospital with ambulance facility. CCTV's are placed in key strategic locations to monitor campus activities. The institution has a power management section which generates a constant supply of power and maintains electrical equipment. The Institution has a diesel-powered plant, solar energy, diesel generator sets, power distribution systems, lifts, air conditioners, fire extinguishers, drinking water and water doctors, among other items are well maintained. The institution offers a cafeteria, a stationery store and transport services with 20 buses for all faculty and students.

Student Support and Progression

Paavai College of Engineering offers a variety of student support programmes to encourage academic achievement and comprehensive development in students. The institution accepts the obligation to help

students who qualify for government-sponsored scholarship programmes. For the past five years, more than 85% have been authorized through government and management scholarship programmes to help poor and needy students pay for their education. The administration created merit-based scholarships for the students based on the annual cutoff scores. The institution offers efforts for capacity building and skills enhancement to the students in order to broaden their knowledge. These initiatives include soft skills, language and communication skills, life skills, ICT skills and computing skills. To ensure that students are placed optimally, the college has well-established placement cells. More than 90% of students in their final year have been hired by various companies in the past five years. The institution hosts sessions for the prevention of sexual harassment and anti-ragging cases and has a clear process in place for handling student complaints.

To enhance their physical and mental potentialities, students are encouraged to participate in co-curricular and extracurricular activities for all rounded development. In the last five years, our students have bagged several gold medals from athletic and cultural competitions held at the district, state and university levels. The institution belongs to professional societies including the Computer Society of India (CSI), and the Indian Society for Technical Education (ISTE), which gives the students the ability to advance their technical skills.

Numerous administrative organizations, including the Entrepreneur Development Cell, the Students Welfare and Grievance Redressal Committee, the NSS Committee, etc., are part of the institution. Students avidly take part in multifarious activities that allow them to develop a sense of social responsibility. The Institute has an active Alumni Association, and once a year, an Alumni Meet is held to draw on the extensive expertise of former students of the college for the benefit and advancement of the present students.

Governance, Leadership and Management

Paavai College of Engineering strives to offer a comprehensive education in order to live up to our motto "Prosper Conquer Excel" and to shape our students into contributing citizens of our country. Our institution firmly believes in producing graduate engineers with sensitivity to societal demands, moral fortitude and integrity.

Our institution's key goals in educating our students include preparing them to face obstacles in life and have the perseverance to overcome odd succeed in life. Our college's vision and mission are pursued through effective governance and direction provided by our management's absolute visionary and leadership. To ensure the efficacy of our institution, the principal, faculty, office staff and IQAC collaborate with alumni, parents and other well-wishers.

To enhance the standard of instruction and academic activities at our college, we tape up with eminent people and industrialists. Publications, conferences/workshops/guest lectures are regularly attended by faculty and students. Conferences/workshops/guest lectures are organized in our institution. Achievements by both faculty and students following the implementation of the strategic plans in the last five years project the upward trajectory of our institution.

The Principal appoints a number of committees made up of staff members to foster excellence and discipline in the student body. Our strategies for faculty empowerment include Faculty development, professional development, induction and orientation programmes, performance appraisal and feedback and refresher programs. The principal and members of the Governing Council are essential to the management of the college. The cost of attending conferences, workshops and paying the annual membership dues of professional organizations is covered for faculties. The academic council and IQAC closely monitor the college's academic

activities and support efficient planning and execution of institutional policies. IQAC participates in planning, performance audits, strategic issues and sustaining quality standards.

Our institution partners with top companies and academic institutions to share expertise, train employees and students in the newest technologies and provide internship opportunities. We have secured the 28th position among 314 Non-Autonomous Affiliated colleges in Tamil Nadu in NOV/DEC 2023 examination conducted by Anna University, Chennai. PCE received Platinum status in AICTE-CII survey(2016-2017) for its commitment to quality in education.

Institutional Values and Best Practices

Paavai College of Engineering is receptive to new ideas and challenges, such as gender equity, environmental sustainability, and professional ethics, among others. Our campus' gender-neutral environment fosters excellent relationships and mutual respect between boys and girls. Every year, the academic environment of the college addresses programmes that promote gender equity and sensitivity while offering amenities like campus safety and security, student counselling, and redressal procedures. Students are advised to follow their fundamental constitutional rights as well as their right to access college campuses for the purpose of academic learning. The greatness of our country, its cultural richness, and national holidays are all celebrated by the students.

Through its institutional core values, the college is also cognizant of fostering social responsibility for issues like climate change and environmental concerns. Our green practices include waste management like minimizing the use of plastic, managing solid/liquid waste, managing e-waste, “Amirthavarshini” harvesting rainwater with a capacity of 2 Crore litres benefitted by 400 acres of agricultural land surrounding our campus, alternative and renewable energy sources like solar water heaters, biogas plants, solar lamps, and the use of LED light sources. The institution also accommodates those with physically challenged by offering unique facilities like ramps for wheelchairs, elevators, and designated restrooms. The geographic advantage of being close to companies benefits our college greatly by providing resources for industrial visits and other academic programmes. Additionally, it benefits the neighborhood by providing social services through NSS, TQI and UBA. Our College continuously observes all religious festivals with equal priority in order to provide education that is free from caste, creed, and religious discrimination.

The institutional automation system's purpose is to save and arrange all the data required by management, the principal, heads of departments, class advisors, students, and parents. Thus, the Institutional Automation system has made all academic and administrative processes quick and precise. The quality and quantity of placements is increased as a result of the internally designed, outcome-oriented skill development practices and need-based placement support measure

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PAAVAI COLLEGE OF ENGINEERING
Address	NH-44,PACHAL,NAMAKKAL
City	NAMAKKAL
State	Tamil Nadu
Pin	637018
Website	https://pce.paavai.edu.in/

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	V.hAriharan	04286-243038	9715366888	-	pceprincipal@paavai.edu.in
IQAC / CIQA coordinator	J.nArendran	04286-243058	9894358984	-	iqacpce@paavai.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	NH-44,PACHAL,NAMAKKAL	Rural	10.29	26614

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	BTech,Artificial Intelligence And Data Science,	48	H.Sc.	English	60	60
UG	BE,Automobile Engineering,	48	H.Sc.	English	30	5
UG	BE,Biomedical Engineering,	48	H.Sc.	English	60	60
UG	BE,Computer Science And Engineering,	48	H.Sc.	English	120	120
UG	BE,Electrical And Electronics Engineering,	48	H.Sc.	English	60	43
UG	BE,Mechanical Engineering,	48	H.Sc.	English	30	13
UG	BE,Computer Science And Engineering Cyber Security,	48	H.Sc.	English	60	50
UG	BE,Computer Science And Engineering Artificial Intelligence And Machine Learning,	48	H.Sc.	English	60	55
PG	MCA,Master	24	Bachelor of	English	30	3

	Of Computer Applications,		Degree			
PG	MBA,Master Of Business Administration,	24	Bachelor of Degree	English	60	47
PG	ME,Power Electronics And Drives,	24	Bachelor of Engineering	English	12	0

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	14				26				87			
Recruited	8	6	0	14	17	9	0	26	53	34	0	87
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				50
Recruited	26	24	0	50
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				30
Recruited	22	8	0	30
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	3	0	3	3	0	0	0	0	12
M.Phil.	0	1	0	2	1	0	1	14	0	19
PG	5	2	0	12	5	0	52	20	0	96
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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	278	8	0	0	286
	Female	118	1	0	0	119
	Others	0	0	0	0	0
PG	Male	38	0	0	0	38
	Female	11	1	0	0	12
	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	35	34	73	26
	Female	19	29	36	23
	Others	0	0	0	0
ST	Male	7	4	2	2
	Female	1	0	4	0
	Others	0	0	0	0
OBC	Male	268	241	165	103
	Female	107	93	57	26
	Others	0	0	0	0
General	Male	6	7	12	9
	Female	2	0	1	0
	Others	0	0	0	0
Others	Male	8	4	10	0
	Female	2	5	1	0
	Others	0	0	0	0
Total		455	417	361	189

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Education with multidisciplinary components is an academic and pedagogical strategy that integrates formal and informal learning opportunities, teaching, research, community engagements, and the promotion of cross-disciplinary and interdisciplinary perspectives and academic practice to help students develop multiple capacities in the intellectual, aesthetic, social, physical, emotional, and moral domains both inside and outside the classroom. According to NEP 2020, "the system of 'affiliated colleges' will be gradually phased out over a period of fifteen years," or by 2035. The mentorship of the affiliated colleges by the relevant affiliating university shall facilitate the phase-out of the</p>
--	--

	<p>"affiliated colleges" system. We have proposed this for implementation in our institution and have taken a number of actions, such as attending conferences and seminars on NEP 2020, locating benchmarks from various institutions for multidisciplinary courses, and closely adhering to the rules and regulations of the affiliating university.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>According to the University Grants Commission Notification from the 28th of July 2021, the term "Academic Bank Account" refers to a specific account with the Academic Bank of Credits that a student has opened and is using to deposit, recognize, maintain, accumulate, transfer, validate, or redeem any academic credits that they have earned from course(s) of study for the purpose of receiving a degree, diploma, certificate, or other award from an awarding institution. A dynamic website containing all information on the Academic Bank of Credits and its operational mechanism will be created, following the model of the National Academic Depository, for use by all parties involved in higher education. Academic Bank of Credits is primarily a credit-based, extremely flexible facility focused on students. Our institution has been working to obtain authorization from statutory authorities including the Governing Council, Academic Council, and university authorities in order to apply for registration with Academic Bank of Credits. Courses taken by students online through National Schemes like SWAYAM, NPTEL, V-Lab, etc. or of any specific university would also be taken into account for credit accumulation and transfer.</p>
<p>3. Skill development:</p>	<p>The most effective strategy to ensure the students' holistic development and provide them with the knowledge, skills, and competences that would prepare them for life and work is to integrate vocational education with general education. To expose students to the workplace and provide them with practical training, we have decided to engage with businesses on internship programmes. Depending on the prerequisites of the course a student desires to transfer to horizontally, we are in the process of building different bridge courses of varying length.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using</p>	<p>An increased promotion of Indian languages, arts, and culture is envisioned for NEP 2020. The NEP</p>

online course):

document goes into detail about India's rich cultural and intellectual heritage, the contribution of Indian philosophy to a modern understanding of and influence on world events, the significance of the nation's multilingual multicultural heritage, and the necessity of reviving these fields for the benefit of both India and the rest of the world. This technique necessitates a paradigm shift in our current educational system, which, in the perspective of many, has diminished the significance of Indian traditional knowledge. The institution has made a course on "Indian Constitution and Traditional Knowledge" mandatory for all undergraduate students in an effort to restore the honour of ancestral values and knowledge and in accordance with AICTE rules. Standard textbooks on the Indian Constitution and India's cultural heritage have been handed to the students to supplement the classroom lectures. The Fine Arts Club works to regularly conduct competitions in the regional language of Tamil on current issues like the ecology, energy conservation, etc., as well as subjects like India's traditional and ethnic values. Two UG engineering programmes (B.E. in mechanical and civil engineering) have also been made available in Tamil by the parent university.

5. Focus on Outcome based education (OBE):

The college implemented the OBE concepts in its curriculum, syllabi, and evaluation after realising the significance of accreditation in relation to the Washington Accord. Eight UG programmes and three PG programs including MBA and MCA were offered. The OBE has been used throughout the entire teaching-learning process in this procedure. Markers have been created and sent to the stakeholders in accordance with the Graduate Attributes, PEOs, and POs mentioned in the NBA guidelines. The establishment of PEOs took into account variables including readiness, core competency, breadth professionalism, and lifelong learning. These are in line with the vision and mission of the institute and the departments. PEOs have been used to map POs and PSOs. All course outcomes have been identified, along with the degree to which they correlate with different POs. The performance of the students in each course is linked to the POs during the evaluation process (Internal Assessment and Semester Examination), after which

	<p>the PEOs and attainment are assessed. Closed-loop 360° feedback is used to continuously track student progress and implement outcome-based education. Every semester, a number of committees at the departmental and college levels continue to evaluate the students' progress. Documentary evidence is kept up to date to allow for peer review.</p>
6. Distance education/online education:	<p>Around the world, there has been a noticeable transition in the teaching-learning paradigm from entirely in-person instruction to instruction that is both partially in-person and partially online. This is demonstrated by the widespread acceptance of online learning platforms like MOOCs, etc. India is staying up to date with this new paradigm. We urge both our faculty and students to register with SWAYAM, NPTEL for several years and take their exams there. The appropriate approvals have been secured under our affiliated system to offer our students the Credit Transfer Scheme. As a result, the credits obtained through SWAYAM-NPTEL are regarded as substituting for elective courses. The chairperson approves the list of such courses prior to the start of the semester so that students can register for courses that are pertinent to that specific curriculum and are neither repetitive nor duplicative in nature. The students have also been able to finish the credit requirements by the seventh and eighth semesters thanks to the online courses. Students can enroll in full-time internship programmes in relevant fields. The students gain the industry-required skills as well as a promising job opportunity, which is of double advantage to them</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>Yes. The Electoral Literacy Club (ELC) was established at the college for the academic year 2022-2023, as per the direction given by the District Election Officer (DEO). The vision of PCE ELC is to actively contribute to creating informed and engaged citizens by promoting civic education and voter participation from a young age.</p>
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and	<p>Yes. Over the past two years, Faculty and Student Coordinators have been appointed to oversee the</p>

<p>whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>seamless operation of the club’s activities. These coordinators maintain a detailed plan and schedule to ensure the club remains active, adhering strictly to these guidelines. The ELC members convene biannually to deliberate on upcoming activities and initiatives.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The establishment of the Electoral Literacy Club at the college aims to educate and train students on their voting rights through active participation in various activities and hands-on experiences. Furthermore, PCE-ELC enhances awareness among students and local communities by organizing voting awareness rallies in neighbouring villages.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The Faculty and Student Coordinators of PCE-ELC conduct awareness campaigns in nearby villages to educate residents on the significance of voting. These initiatives include providing guidance on the use of Electronic Voting Machines. Additionally, the ELC has arranged a session for PCE students to showcase and discuss recent advancements in Electronic Voting Machine technology.</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>Alongside the voter-ID enrollment drive, the ELC actively seeks out and motivates individuals, particularly first and second-year students from our institution, to apply for their voter IDs.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1310	1085	875	926	1170

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: 221

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

2023-24	2022-23	2021-22	2020-21	2019-20
123	121	115	134	134

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
789.55	598.93	354.71	469.03	367.88

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:

Paavai College of Engineering, affiliated with Anna University, adheres to the curriculum set by the university. The college's academic calendar is aligned with the schedules for academics, co-curricular activities, and examinations. The institution promotes a supportive environment that encourages intellectual development, critical thinking, and personal growth. Students have the flexibility to select courses based on the Choice-Based Credit System. The college ensures that the curriculum aligns with corporate and industry requirements, with the university meticulously planning it before each semester begins.

The Heads of the Departments holds meetings with faculty members to set their subject preferences. These preferences are considered based on factors such as area of specialization, skill matrix, practical experience, and previous performance. The timetable for each semester, which includes library, Seminar, placement, laboratory, and communication hours, is framed with the direction given by the Head of the Departments. Faculty members are responsible for preparing the syllabus, lesson plans, timetable, course objectives, outcomes, CO-PO mapping, video links, assignments, notes, previous year university question papers, question banks, lab manuals, and skill reports for their respective subjects and laboratories.

The institution provides essential infrastructure for teaching faculty, including classrooms equipped with LCD projectors, a language lab, educational software, e-journals, reference books, and campus-wide internet access. Department Heads facilitate opportunities for students to showcase their technical skills through symposiums, workshops, Seminars, Webinars, project expos and other events. Class committee meetings are organized to ensure that the curriculum delivery plan is followed.

Departments also organize Guest lectures, seminars, workshops, symposiums, conferences, industrial visits, internships, and competitions to widen students' knowledge in core subjects. Department meetings are held regularly to review syllabus completion, student progress, faculty feedback, online effectiveness, faculty research advancements, paper publications, and upcoming events. Curriculum delivery is enhanced through ICT tools such as Google Classroom, PowerPoint presentations, YouTube videos, and e-videos. Students and Faculty have enrolled in NPTEL for online courses, and the "Naan Mudhalvan" initiative (a Tamil Nadu Government program for multi-disciplinary skill development) is conducted for all students in line with the Anna University schedule.

Conduct of Continuous Internal Assessment Test (IAT):

Internal Assessment Tests are conducted each semester to periodically evaluate and track students'

academic performance. Three Internal Assessment Tests (IATs) for R - 2017 and Two Internal Assessment Tests (IATs) for R - 2021 are scheduled per semester to monitor the student progress. The Heads of the Departments review the internal marks obtained by students, and remedial classes are provided for those who have not performed well in the exams by adopting strategic coaching strategies.

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: 57

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

Other Upload Files

1	View Document
---	-------------------------------

1.2.2

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

Response: 53.89

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

2023-24	2022-23	2021-22	2020-21	2019-20
755	501	508	518	610

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:

Professional Ethics

The college maintains a strict zero-tolerance policy towards unethical behavior among students. Any grievance is promptly addressed by the Grievance Redressal Committee. The institution aims to cultivate responsible engineers by integrating ethics into the curriculum from the first year. Courses on professional ethics, as outlined by Anna University, contribute significantly to the students' overall development.

Gender

As a co-educational institution, the college ensures equal opportunities for all students in both curricular and extracurricular activities. Women's Day is celebrated annually with events to honor high-achieving female students, who are given awards by a distinguished guest.

Human Values

The college has an Anti-Ragging Committee, led by the Principal, to effectively prevent ragging and uphold fundamental human values and rights. Every Monday begins with a prayer song, "Ohm Khara Naadhan Neeeye," reflecting the institution's respect for spiritual values across all religions.

The NSS unit actively engages in social service, including adopting a village annually, organizing blood donation camps, and conducting sapling planting initiative, fire safety training, and other social awareness initiatives.

Environment and Sustainability

The college prides itself on maintaining a green and clean campus and is committed to energy conservation. This includes adopting energy-efficient practices such as solar energy supplementation and using LED and CFL lighting. Additionally, the institution has implemented a rainwater harvesting system (Amirthavarsini) to recharge groundwater, collecting rainwater from building rooftops and storing it in reservoirs for use in gardening and construction.

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: 69.54

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

Response: 911

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: 55.84

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

2023-24	2022-23	2021-22	2020-21	2019-20
455	417	361	189	176

2.1.1.2 Number of sanctioned seats year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
582	582	552	552	594

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: 67.08

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

2023-24	2022-23	2021-22	2020-21	2019-20
181	164	138	117	105

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

2023-24	2022-23	2021-22	2020-21	2019-20
252	224	223	194	158

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: 10.65

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:

Description about student centric Methods

The ongoing work is being done by our institution to adopt several appropriate learning methodologies in order to shift the teaching and learning processes toward student-centric approaches. To guarantee that students are engaged in the teaching-learning process, teachers receive ongoing training and professional development. They also implement problem-solving and collaborative learning strategies. These educational procedures foster the development of students' communication, problem-solving, and listening skills as well as their knowledge and participation in a variety of programs that support their holistic growth. The following is a list of the methodologies.

Experiential Learning

- Each student is guided through an experiential learning journey tailored to the curriculum, integrating both theoretical and practical aspects according to Bloom's Taxonomy levels.
- Departments arrange industrial visits and internships each semester to provide students with real-world industry experience.
- Students undertake mini and major projects to enhance their practical learning Experience.
- Eminent industry experts are invited for guest lectures to provide students and faculty with up-to-date knowledge on recent technological advancements.
- The Internal Quality Assurance Cell (IQAC) is established to ensure high-quality education through ongoing reviews and regular meetings

Participative learning

- Symposia and project contests are organized to allow students to test their coding skills and tackle engaging real-world challenges.
- Students engage in online lecture tutorials and NPTEL courses. To enhance current instructional methods, students are exposed to real-world scenarios through role-play activities.
- Students are encouraged to take part in national and international competitions, conferences, seminars, and workshops both within and outside the college.
- Students are motivated to engage in professional society events, where they can showcase their ideas and innovations for potential awards and recognition.
- Seminars, industrial visits, and guest lectures help students grasp concepts and understand how to apply them effectively.
- Students are encouraged to engage in internal and external workshops, as well as national and international conferences.
- Value-added courses and workshops are offered to provide hands-on experience with the latest technologies.
- Various club activities foster teamwork and social responsibility among students.
- Collaborative project work with industry partners allows students to gain practical experience and deepen their knowledge through interactions with professionals and scientists.

Problem solving methodologies

- Tutorial classes are included in the course structure to develop students' problem-solving skills and complement the regular teaching process.

- Problem-solving skills are further emphasized through case study questions in internal assessments and model exams, and by engaging students in industry-related problems via the "Problem Box" initiative.
- Free internet access in the library and campus-wide Wi-Fi facilities encourage self-learning and foster discussions among students.
- In addition to general aptitude and logical reasoning classes, second and third-year students have access to value-added programs designed to enhance their problem-solving abilities.

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: 99.05

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

2023-24	2022-23	2021-22	2020-21	2019-20
127	121	115	134	136

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: 4.94

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

2023-24	2022-23	2021-22	2020-21	2019-20
12	7	4	4	4

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

The Institution adheres to the academic schedule framed by Anna University and formulates its own Academic Calendar. The Exam Cell adheres to this Institutional Academic Calendar for conducting Internal Assessment Examinations. The internal assessment schedule, syllabus coverage, question pattern, and the importance of student attendance and performance in internal assessments are communicated and discussed with all staff and students through Department Exam Coordinators.

Internal Assessment question papers are framed in accordance with course outcomes and Bloom's Taxonomy and verified by department heads. The Exam Cell prepares and circulates the Internal Examination Time Table and duty chart to all faculties in advance to ensure smooth conduct of internal exams. The hall plan and seating arrangements are prepared and displayed on the notice board on examination days.

The evaluation scheme and solutions are prepared by the respective faculty upon completion of the internal assessment. Following this, the answer sheets are evaluated by the respective faculty within two days of completing the respective examinations. Next, the answer sheets are distributed to the students,

and the solutions are discussed with them by the respective faculty members. Finally, faculty members address student grievances and concerns, and if any discrepancies are found, they resolve them promptly.

The student performance in internal assessment examinations is noted within three days of commencement. Department Heads' and faculty members' suggestions are gathered through department exam coordinators for remedial actions to improve student performance in internal assessments.

Remedial tests are conducted to improve the performance of slow learners. Additionally, remedial test performance will also be considered for internal assessment web portal entry.

Anna University conducts external examinations, maintaining transparency throughout. Prior to each semester, the University issues academic schedules. Before examinations commence, it releases external examination timetables and question patterns. The University appoints external and internal examiners for practical and theory exams. Students with 75% attendance receive hall tickets for university exams. Hall tickets are distributed in advance. Students report hall ticket errors (name, registration number, date of birth) to the exam cell, which forwards concerns to the University for Resolution.

Anna University's Controller of Examinations (COE) resolves examination-related grievances, including photocopy requests and result revaluations. After results are released, students can request re-evaluation if they dispute their marks. The university then provides photocopies of answer scripts within a stipulated timeframe. Students can request reassessment after reviewing photocopies. The university evaluates these applications. If still unsatisfied, students can submit a challenge valuation.

The institution efficiently addresses examination grievances (conduct, question papers, evaluation, and result publication errors) and escalates them to the University for Prompt Resolution.

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:

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

Our institution defines Course Outcomes (COs) and Program Outcomes (POs) with Program Specific Outcomes (PSOs) after consulting extensively with faculty and stakeholders. The outcomes are in line

with university guidelines and Outcome-Based Education (OBE) objectives. We disseminate POs, PSOs, and COs to faculty and students through our institution's website and include COs in the Course Log Book.

Access POs, PSOs, and COs through the following links on our institution's website:

S.No.	Name of the Department	Website Link
1.	Artificial Intelligence and Data Science	https://pce.paavai.edu.in/artificial-intelligence-data-science/peo-po-pso/
2.	Automobile Engineering	https://pce.paavai.edu.in/automobile-engineering/peo-po-pso/
3.	Biomedical Engineering	https://pce.paavai.edu.in/biomedical-engineering/peo-po-pso/
4.	Computer Science and Engineering	https://pce.paavai.edu.in/computer-science-engineering/18340-2/
5.	Cyber Security	https://pce.paavai.edu.in/cse-cyber-security/peo-po-pso/
6.	Electrical and Electronics Engineering	https://pce.paavai.edu.in/electrical-and-electronics-engineering/peo-po-pso/
7.	Artificial Intelligence and Machine Learning	https://pce.paavai.edu.in/cse-artificial-intelligence-machine-learning/peo-po-and-pso/
8.	Mechanical Engineering	https://pce.paavai.edu.in/mechanical-engineering/peo-po-pso/
9.	Master of Business Administration	https://pce.paavai.edu.in/master-of-business-administration/peo-po-pso/
10.	Master of Computer Applications	https://pce.paavai.edu.in/master-of-computer-applications/peo-po-pso/
11.	Power Electronics & Drives	https://pce.paavai.edu.in/electrical-and-electronics-engineering/peo-po-pso/

Department Heads and faculty members inform and inspire students to achieve program objectives, emphasizing the importance of knowledge and skills for societal betterment. Program Specific Outcomes (PSOs) outline the expected knowledge and skills students should possess when the program completes.

Department Heads, in collaboration with Course In-Charges, develop PSOs. Course In-Charges define Course Outcomes, subject to approval by Department Heads and the Principal.

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:

Attainment of POs and COs are evaluated

- Evaluating Program Outcomes (POs) and Course Outcomes (COs) is essential. Assessing COs, POs, and PSOs helps evaluate students' learning abilities.
- Program outcome assessment is an ongoing process integral to teaching, learning, and evaluation.
- This assessment serves as the key mechanism for monitoring the learning environment's effectiveness, using evidence to determine if students achieve course outcomes and objectives.

The process involved in defining Course Outcomes (COs) and mapping COs with Program Outcomes (POs) includes:

- Curriculum development, which describes COs and maps them to POs.
- The program curriculum, including COs and POs, is approved by Anna University.
- Prior to semester commencement, the department head sets targets for COs and POs based on the current batch's pass percentage.
- Course coordinators are responsible for mapping COs to POs. The course in-charge defines assessment tools and rubrics, subject to department head approval.

Attainment of Program Outcomes (POs) involves both direct and indirect assessments.

- Direct assessment of POs is defined as the cumulative assessment of COs.
- For 2017 regulations, attainment of Course Outcomes (COs) and POs was assessed as follows:
 - Direct assessment (80% weightage)
 - Indirect assessment (20% weightage)
- For 2021 regulations, attainment of COs and POs is assessed as follows:
 - Direct assessment (60% weightage)
 - Indirect assessment (40% weightage)
- Indirect assessment involves qualitative methods, obtaining stakeholder reflections (students, alumni, faculty, employers, parents, and experts) on PO achievement through feedback mechanisms.

The role of CO-PO mapping will be assigned to the faculty as per hierarchy

- After subject allotment, senior faculty members will be nominated as course in-charges for

respective courses.

- The course in-charge, along with other faculty members, verifies that Course Outcomes (COs) align with university regulations for the corresponding course.
- CO statements outline student expectations, describing what students should know and be able to do upon course completion, focusing on acquired skills, knowledge, and behaviors. Subsequently, COs are mapped to Program Outcomes (POs).
- The course in-charge reviews CO statements and CO-PO mapping, developed in collaboration with course-handling faculties.
- Department Heads consolidate individual course CO and PO attainment levels at semester's end.
- These details are submitted to the Principal for reviewing overall PO attainment through direct and indirect methods.
- The Principal, along with the Internal Quality Assurance Cell (IQAC), communicates review findings and required improvements to the department.
- Respective faculty members receive this information and follow the proposed action plan to achieve targets.

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: 91.5

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

2023-24	2022-23	2021-22	2020-21	2019-20
162	165	168	392	416

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

2023-24	2022-23	2021-22	2020-21	2019-20
223	203	174	399	425

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: 3.73

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: 0

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

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Innovation Ecosystem

Paavai College of Engineering has developed a comprehensive innovation ecosystem that includes the Indian Knowledge System (IKS), raising awareness about Intellectual Property Rights (IPR), and establishing an IPR cell, incubation center, and other initiatives that promotes the creation and transfer of knowledge and technology. The impact of these initiatives is clearly reflected in numerous innovative endeavors.

I. Institute Innovation Council (IIC)

The Institute Innovation Council (IIC) at Paavai College of Engineering was established in 2021 to encourage knowledge creation and sharing. In 2021-2022, the institution earned a One-Star Rating for its

efforts. The IIC supports students and faculty in developing innovative ideas and incubation projects, working with other departments. It focuses on promoting intellectual property rights, design thinking, entrepreneurship, innovation, and startups.

Objectives of IIC

- To foster the culture of innovation among the students systematically.
- To foster new ideas and help students and faculty to receive funded projects through innovative concepts.
- To promote entrepreneurial skills among students to develop successful start-ups.

II. Entrepreneurship Development Cell (EDC)

The Entrepreneurship Development Cell (EDC) was established in 2019 to help students development and provide corporate exposure. It encourages entrepreneurship and connects students' skills with industry needs, turning ideas into marketable products.

Objectives of the EDC

- To cultivate entrepreneurial skills and mentor students toward becoming accomplished entrepreneurs.
- To provide students with insights into various industrial sectors and a comprehensive understanding of market demands.
- To assist innovators in developing, launching, and commercializing ideas, while inspiring students to pursue entrepreneurship.
- To bridge the gap between industry expectations and student competencies.
- To organize awareness campaigns, development programs, seminars, and guest lectures.

The EDC has also conducted programs to enhance product development knowledge, including the E-Vehicle development program.

III. Research & Development Cell (R&D)

The R&D Cell, established in 2019, encourages research and innovation among faculty and students. The cell supports creativity through a committee of professors from different fields oversees and coordinates R&D activities, meeting twice a year to ensure continuous growth and development.

Objectives of the R&D Cell

- To create a research-oriented atmosphere on campus.
- To raise awareness about emerging technologies and industrial research.
- To organize R&D programs, such as workshops, seminars, and training sessions.
- To inform researchers about relevant opportunities from academic, industrial, and governmental bodies.
- To support the publication of research in reputed journals and conferences.

IV. IPR Cell

The IPR Cell was established in 2021 to inspire creativity and innovation among students, educating them about intellectual property rights (IPR) and the importance of patents. The cell aims to guide students in understanding the patent filing process and its significance in protecting innovations.

Objectives of the IPR Cell

- To create awareness of intellectual property rights (IPR) among students, faculty, and researchers.
- To encourage innovation by promoting the protection of ideas through patents, copyrights, and trademarks.
- To conduct workshops, seminars, and training programs on intellectual property rights and related processes to enhance understanding.

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: 38

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

2023-24	2022-23	2021-22	2020-21	2019-20
6	8	13	3	8

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: 0.19

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

2023-24	2022-23	2021-22	2020-21	2019-20
14	11	11	05	02

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: 0.02

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

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

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

Paavai College of Engineering prioritizes the holistic development of students by involving them in extension activities that raise awareness about social issues and the challenges faced by nearby communities. Through active participation in the National Service Scheme (NSS), students engage in meaningful initiatives that address local needs while fostering their overall development.

I. NSS CELL

The NSS Unit at Paavai College of Engineering organizes various activities for students and nearby villages, including health camps, COVID-19 vaccination drives, awareness programs, and cleanliness campaigns. NSS volunteers provided assistance during the festivals at Athanur Amman Temple and ISKCON temple, promoting their social contributions. An annual blood donation camp encourages voluntary blood donations from students and the community.

The NSS Unit regularly holds awareness programs on important issues such as plastic waste management, first aid, fire safety, accident prevention, and anti-drug abuse. They also promote environmental sustainability through sapling plantation drives in adopted villages like Pudhuchatram and temple premises, educating locals on the importance of afforestation.

Trekking camps teach students about physical activity, unity, and health, while an International Yoga Day event highlights mental and physical well-being. The NSS Program Officer, faculty members, and guest speakers actively contribute by sharing valuable insights on community and environmental issues.

Areas of Focus - Awareness Programs Initiatives

- COVID-19 Vaccination Camp

- Student Awareness and Cleaning Camp
- Blood Donation Camp
- Fire and Safety Camp
- Anti-Drug Abuse Drive
- Plastic Waste Management Awareness
- Trekking Camp
- First Aid Awareness
- Yoga Awareness Program

NSS volunteers at Paavai College of Engineering are a dedicated group of 100 students, and upon completing their service, they receive certificates that enhances their prospects for higher education and employment. The NSS Unit has successfully contributed to addressing social issues while developing students' personalities and fostering community well-being.

II. Unnat Bharat Abhiyan (UBA)

Unnat Bharat Abhiyan (UBA) is a national program initiated by the Ministry of Education to involve higher educational institutions in the sustainable development of villages. Paavai College of Engineering, as part of this program, adopts villages, identifies local challenges, and suggesting solutions for sustainable growth. Activities under UBA include plastic awareness campaigns, cleanliness drives, and other initiatives that support community development and environmental sustainability.

III. Talent Quest for India

Talent Quest for India is a talent search initiative that focuses on discovering and nurturing talent across different fields. It aims to unlock the potential of individuals by providing them with opportunities for personal and professional growth, cultural development, community engagement, and career advancement. Key programs under this initiative include:

- ZHAGARAM (Focus on Tamil Language)
- ULLAS (Non Judgmental Listening)
- KANAA (Focus on Science)
- AWARENESS AND TRAINING (Focus on Scholarship Exams)

Through these initiatives, Paavai College of Engineering fosters student development while making significant contributions to the well-being of the local community.

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:

National Service Scheme (NSS)

Paavai College of Engineering students have participated regularly in many events organized by various colleges and other organizations and brought significant laurels to the institution. Besides, our campus is identified as a central venue for government activities like competitive examinations, medical camps, blood donation camps, etc. The students and faculty members dedicated their time for a noble cause and organized a voluntary blood donation camp through NSS in our college which received an excellent response from the students and staff. In addition, the NSS team offers many medical services to the nearby villages and Government schools. The NSS unit also received certificates of appreciation for active participation. Every year during Independence Day and Republic Day, the NSS students coordinate with the other clubs of the institute to demonstrate a current social problem through parades and rallies. Apart from this activity various clubs of our institute recurrently organizes Blood Donation camp, National Voter's Day – Voter's Awareness Rally, International Yoga Day – Yoga Awareness program, Community service through educational drives, Women empowerment program, Clean and Green Campus program, Awareness program on Rain Water Harvesting, Prevention of Sexual Harassment (POSH) and Anti-Ragging.

Talent Quest for India (TQI)

The office-bearers of these clubs have dedicated student volunteers who concentrate on the welfare of the neighbourhood community and sensitize their social problems and takes necessary steps for the betterment of society. These social outreach programs brought a great impact on the holistic development of the students as they come across different categories of people and their living standards. By conducting the above programs the Institute promotes an Institute-neighbourhood network and student engagement, contributing to the holistic development of students, sustained community development and sensitizing students to societal issues.

Awards and recognitions received for extension activities from Government / Government recognised bodies:

S.No.	Name of the Award / Award For	Awarding Agency	Year	Award Type
1	Blood Donation Camp on 17.04.2024	Tamil Nadu State Aids Society and State Blood Transfusion Council (Blood Bank, Salem)	2023-2024	Certificate of Appreciation
2	Blood Donation Camp on 17.04.24	Tamil Nadu State Aids Society and State Blood	2023-2024	Certificate of Appreciation

		Transfusion Council (Government Hospital, Rasipuram)		
3	Blood Donation Camp on 08.02.24	Tamil Nadu State Aids society and state blood transfusion council	2023-2024	Certificate of Appreciation
4	Orientation Programme for NSS Programme Officer on 18.10.23	Anna University Regional Campus, Coimbatore	2023-2024	Certificate for Participation
5	NSS Special Camp 04.08.23 to 10.08.23	Government Higher Secondary School, Puduchatram, Namakkal	2023-2024	Letter of Appreciation
6	Blood Donation Camp on 17.02.2023	Salem Blood Bank	2022-2023	Certificate & Shield Award
7	Training programme for NSS programme officer 11.10.22	Anna University Chennai –National Service Scheme	2022-2023	Certificate of Appreciation
8	Blood Donation Camp 28.5.2022	Tamil Nadu State Aids Society and State Blood Transfusion Council	2021-2022	Certificate of Appreciation
9	Blood donation camp 18.9.19	Tamil Nadu state Aids Society and state blood transfusion council	2019-2020	Certificate of Appreciation
10	Ullas Confluence Meet	Talent Quest of India	2023-2024	Certificate of Appreciation

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: 10

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

2023-24	2022-23	2021-22	2020-21	2019-20
03	02	03	00	02

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
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
Provide Links for any other relevant document to support the claim (if any)	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: 18

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

Physical Facilities

Paavai College of Engineering is deeply committed to fostering a supportive learning environment for its students by delivering a comprehensive education that combines high-quality classroom teaching, hands-on practical training, and outstanding infrastructure. The institution prioritizes both academic excellence and student experience, ensuring that its facilities and programs meet the evolving needs of the engineering profession. The college strictly adheres to all the regulations established by statutory bodies such as AICTE (All India Council for Technical Education) and UGC (University Grants Commission). These regulations cover various aspects such as land allocation, academic frameworks, administrative structures, and the provision of essential amenities, ensuring that the institution operates at the highest standards.

Spanning a vast area of 10.29 acres, Paavai College of Engineering yields a campus designed to enhance the overall learning experience. The infrastructure includes spacious and well-equipped classrooms that promote an interactive and conducive learning environment. Seminar halls provide venues for academic discussions, workshops, and conferences, while state-of-the-art laboratories are equipped with the latest technology, enabling students to gain hands-on experience and apply theoretical knowledge in real-world scenarios. One of the highlights of the campus is its modern auditorium, designed with cutting-edge acoustics and visual technology. This space serves as a hub for various cultural events, academic lectures, and industry interactions, promoting a well-rounded student experience.

The buildings across the campus are thoughtfully designed to ensure comfort and sustainability. They provide thermal, visual, and acoustic comfort, ensuring a pleasant environment for both students and faculty. Furthermore, the buildings are energy-efficient, using sustainable materials and practices that reduce energy consumption. The campus also features water-efficient systems, contributing to environmental conservation. In terms of safety and security, the entire campus is equipped with comprehensive CCTV surveillance, ensuring a secure environment for all students, faculty, and staff. This system enhances the overall safety of the campus by monitoring key areas and responding to potential incidents in a timely manner.

Classrooms

The college features 40 classrooms, covering a total area of 2,727 square meters, along with 3 seminar halls that span 815 square meters. It also includes 2 drawing halls, each measuring 39.62 by 9.22 meters.

Laboratories

Paavai College of Engineering is equipped with 58 undergraduate and postgraduate laboratories, each lab is furnished with modern equipment, providing students with the necessary tools for project work and hands-on learning.

Computing Equipment

The institute is equipped with a total of 528 computers, along with 25 printers and scanners for easy access. Paavai College of Engineering provides a high-speed internet connection with a bandwidth of 1 Gbps, complemented by 189 secure Wi-Fi access points across the campus.

Library

The library is equipped with state-of-the-art facilities, providing both students and faculty with easy access to a wide range of resources.

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: 6.19

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

2023-24	2022-23	2021-22	2020-21	2019-20
62.22	59.8	28.75	7.95	0.98

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 faculty and students

Response:

About the Library

Since 2007, the PCE library has embarked on a transformative journey to automate and modernize its operations. At the core of our management system is AUTOLIB software, integrated with a cutting-edge, open-source Integrated Library Management System (ILMS) to provide a reliable and flexible solution.

Our library features a vast collection of 27,124 book volumes and 3,306 e-books, covering a wide range of interests and academic disciplines. These digital resources offer the convenience of accessing materials from anywhere, at any time. The collection also includes 5,792 unique titles, providing a diverse and comprehensive selection of reading materials, along with 1,753 national and international e-journals.

Our modern library facilities comfortably accommodate up to 90 students at once, offering well-designed study areas and workspaces ideal for focused study, collaboration, and research. With its extensive collection of books, e-books, titles, and e-journals, combined with state-of-the-art amenities, the library reflects our commitment to offering top-tier resources and services.

AUTOLIB serves as an advanced library management system, streamlining the efficient handling of library operations. It is widely adopted by libraries seeking to modernize processes, enhance user experiences, and improve overall management efficiency.

Digital Resources

DELNET provides access to a variety of digital resources and databases, enhancing the availability of

information and research materials. DELNET offers training programs and workshops for library professionals, helping them stay current with the latest trends and technologies in library management. DELNET supports the automation of library processes, improving efficiency in cataloging, circulation, and overall management.

Digital Libraries

Digital libraries represent a significant advancement in information management, providing enhanced access to a broad range of electronic resources. They are transforming knowledge sharing and consumption, and as technology evolves, digital libraries will increasingly support education, research, and lifelong learning.

Institutional Membership:

- Developing Network (DELNET), New Delhi
- National Digital Library of India

The library provides various services such as:

- Digital Library with multimedia facilities
- NPTEL (National Programme on Technology Enhanced Learning) facility
- Reprographic, Document scanning and printing facility
- Audio-visual materials
- Internet, E-Books, E-journals & Educational oriented videos
- Downloadable facility for previous year question papers
- OPAC (Online Public Access Cataloguing Service)
- Self Renewal and Reservation of books
- Access to CD-ROMs
- Computerized indexing of library resources with Bar Code
- Standard Classification & Cataloguing of books and non books
- Back Volumes of Journals and Magazine

The library is working from 9.00 AM to 6.30 PM on weekdays and 9.00 AM.

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:

IT FACILITIES

Paavai College of Engineering features a state-of-the-art and comprehensive IT infrastructure that is regularly updated to accommodate evolving technological needs. The entire campus is equipped with Wi-Fi, safeguarded by robust firewalls, and computer labs are interconnected via LAN, ensuring reliable internet access.

The institution has a total of 528 computers, all linked through an extensive network of cables and LAN. Each department is provided with computer resources and peripherals, including printers, scanners, and UPS devices, all integrated into the LAN or Wi-Fi network. There are over 24 printers and 23 UPS devices available throughout the college.

Furthermore, computer labs afford students internet access and a range of subscribed databases for academic and extracurricular activities, such as research, projects, and seminars. To support the teaching and learning process, seminar halls are equipped with computers, internet connections, BenQ and Sony projectors, and public address systems.

WIFI FACILITY

The entire campus at Paavai College of Engineering is endowed with Wi-Fi access, allowing students and faculty to use internet facilities throughout the campus. Each student and faculty member is provided with a login ID and password to access the internet from various devices, including computers, laptops, tablets, and smart phones. Wi-Fi is also available in all hostels, ensuring continuous connectivity.

The campus upsides from a high-speed 400 Mbps internet connection. Faculty members receive personal computers, webcams, and headsets, while internet access is available in key areas such as the principal's office, administrative office, admission cell, and placement section. Provisional budget planning for ICT infrastructure and modernization is conducted at the start of each financial year. Staff and students receive training programs to become proficient with computers and various software. A register is maintained to track faculty needs.

The institution's website is regularly updated and managed by a dedicated committee and website manager, providing students with easy access to information and circulars. Additionally, Paavai College of Engineering utilizes MOODLE, a Learning Management System (LMS) that enhances the skills and knowledge of students and faculty.

INTERCOM FACILITY

Instead of a traditional intercom system, all heads of departments, deans, office managers, the accounts head, audio-visual head, physical director, NSS officer, and hostel in-charges are provided with mobile phones equipped with Closed User Group (CUG) numbers. The institution covers the costs of these mobile phone bills.

Hardware Infrastructure:

Computers	: 528
Servers	: 5 nos
Internet Band Width	: 180 Mbps
Internet Connection Ratio	: 1: 1
LED TV	: 1
Printers & Scanners	: 10
LAN (1000 Nodes) Wi Fi 189 access points	: 1000
Firewall Security System, Internet Application	

Audio – Video Equipments

Amplifiers	: 9
Speakers	: 43
Surrounded Speakers for Auditorium	: 12
Mixers	: 1
Mikes	: 10
LCD projectors for auditorium	: 1
TV in Auditorium	: 6
CCTV Cameras	: 15

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: 2.7

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

Response: 485

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: 13.82

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

2023-24	2022-23	2021-22	2020-21	2019-20
105.69	90.96	38.77	27.8	93.39

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
Provide Links for any other relevant document to support the claim (if any)	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: 85.87

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

2023-24	2022-23	2021-22	2020-21	2019-20
1006	883	795	855	1069

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](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	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: 77.3

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

2023-24	2022-23	2021-22	2020-21	2019-20
1183	1059	779	477	650

File Description	Document
Upload supporting document	View 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: A. All 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: 90.02

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

2023-24	2022-23	2021-22	2020-21	2019-20
157	154	157	351	354

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

2023-24	2022-23	2021-22	2020-21	2019-20
162	165	168	392	416

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: 1.54

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

2023-24	2022-23	2021-22	2020-21	2019-20
1	0	1	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: 28

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

2023-24	2022-23	2021-22	2020-21	2019-20
9	8	5	0	6

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
Provide Links for any other relevant document to support the claim (if any)	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: 19

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

2023-24	2022-23	2021-22	2020-21	2019-20
25	23	20	5	22

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 first alumni batch of Paavai College of Engineering graduated in April 2010. The Alumni Association of PCE was formally inaugurated in 2012. It is important for the institution to maintain an active network among students, faculty and alumni families, and to enhance the quality of services offered to students, thereby benefitting society. The institution's strength is enhanced through this global network with the support provided by the alumni.

The Alumni Association serves as a forum for members to exchange information, provide guidance to students for higher studies and career development. The Alumni committee comprises of office bearers, including a President, Vice President, Secretary, Joint Secretary, and members. An annual alumni meeting is held, which includes formal functions such as reunions, discussions about plans, and interaction with students. The Alumni members also visit the institution to deliver guest lectures and seminars, sharing their expertise to motivate the students.

Alumni are invited to give talks and share their knowledge and experiences with students. They also assist final-year students in engineering, business administration, and computer applications to secure placements and summer internships in their companies, and help them with references. The alumni meeting is generously sponsored by the management. The suggestions provided by alumni play an important role in shaping policies at various levels.

Alumni Contribution: Encouraging alumni contributions to an engineering college in a rural area can significantly enhance the institution's resources and community impact. Building a strong alumni network through regular networking events and online platforms allows former students to connect, share success stories, training programs, guest lectures and career guidance and stay engaged with the college. Involving alumni in decision-making processes, such as Department advisory committee and feedback sessions, fosters a sense of ownership and connection. In addition to that guidance offered to cultural and technical groups, and sharing expertise to students participating in various competitions and support industrial visits, ensures its growth and sustainability in the rural setting.

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:

VISION

To emerge as an eminent educational institution, committed to transform of the next generation into conscientious citizens equipped with both social responsibility and professional prowess, prepared to face challenges courageously.

MISSION

- To endeavor to provide purpose-driven, lifelong education, infused with pioneering technology that aligns with global benchmarks, ensuring unparalleled quality and value addition.
- To propel national progress in the realms of science, technology, humanities, and management through rigorous research endeavors.
- To foster a learning ecosystem devoted to social, ethical, ecological, cultural, and economic advancement.

The governance of the Institution is reflective of an effective leadership. Paavai College of Engineering, an Anna University Affiliated Institution is headed by the Chairman of Paavai Institutions, Shri. CA.N.V. Natarajan who is a visionary and a person far ahead of time, having strong belief in the words of the eminent American educator Theodore Hesburgh that “the very essence of leadership that you have to have is vision. You can't blow an uncertain trumpet”.

Under his excellent guidance, the Trust continues to sail successfully and smoothly. Chairman Shri. CA.N.V. Natarajan, who also serves as the head of the institution's governing council, is responsible for making decisions about the institution's governance.

The management, principal and faculty work together to execute the organization's vision, mission, and quality policy. Academic and administrative procedures are designed to achieve this aim, and the leadership provides a roadmap for achieving excellence in technical education.

To ensure effective governance, administrative responsibilities are allotted among the Principal, IQAC Co - Ordinator, HODs and faculty members. The IQAC plays a significant role in promoting academic performance. The examination cell coordinates internal assessment tests and conducts the Anna University Examinations, prioritizing quality assurance and ensuring academic quality. Additionally, students serve as class representatives and event coordinators to enhance their skill sets.

The Chairperson convey their vision and values to stakeholders through meetings, orientation programs, and academic and administrative systems, all supported by well-documented policies, procedures, and systems created through the Internal Quality Assurance System. Academic staff must demonstrate proficiency in managing and leading within their department and institution. Additionally, every employee is expected to actively participate in all college activities.

Our leadership ensures adherence to academic and administrative protocols. Regular, systematic audits, checks and monitoring through a clearly defined quality assurance process ensure ongoing improvement. In alignment with NEP 2020, we acknowledge the significance of technology in education and are committed to leveraging various Information and Communication Technology (ICT) tools. The institution actively participates in knowledge enhancement through NPTEL, Naan Mudhalvan and AICTE Parakh.

In furtherance of its sustained growth, the institution has established new labs, expanded infrastructure, improvement in university academic rank and actively promoted engineering knowledge to rural students since 2006. It has also introduced new programs including Artificial Intelligence and Data Science, Computer Science and Engineering (Cyber Security), Computer Science and Engineering (Artificial Intelligence and Machine Learning), Fashion Technology and Bio-Medical Engineering, to correspond with the rapid technological advances.

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:

The strategic planning at Paavai College of Engineering, a process led by the Board of Governance, plays a pivotal role in fostering a methodical and rational approach. This approach is instrumental in the comprehensive supervision of the institution's management and overall advancement, ensuring that all stakeholders are well-informed and involved.

The college is represented by a well-defined organizational structure that delineates the individuals accountable for diverse tasks and the corresponding levels of supervision. The institution's guiding motto, "Prosper, Conquer, Excel," is consistently fervently upheld. The college passionately upholds the principles of excellence and strives to achieve it through various professional methods.

This Organisationstructure includes the Chairman, Director of Administration, Principal, Heads of Departments, faculty members, and students. Additionally, stringent policies have been established for service rules, recruitment, and promotion, aligning with AICTE and Anna University guidelines. The Governing Council, composed of top management, convenes annually to review and plan academic, infrastructural, and human resource policies and the budget.

The principal is pivotal in cultivating a learner-centric environment conducive to high-quality education and facilitating faculty development to embrace the requisite knowledge and technology for participatory teaching and learning. The principal also endeavours to foster research initiatives within the college, establish collaborations with other academic institutions and industry partners.

Our college promotes an inclusive community and integrates teaching and research. We use department meetings and various surveys as primary tools to identify capabilities and address strategic challenges.

Heads of Departments - Responsible for preparing, implementing, and executing department strategic plans, organizing various activities throughout the year.

Faculty should employ innovative teaching and evaluation methods to cultivate a robust student-teacher bond. It is essential to support students in their learning journey, address their concerns effectively, foster positive relationships with parents, arrange and conduct parent meetings, and provide specialized coaching for students who require additional assistance.

The institution has implemented systematic administrative policies and bodies to effectively achieve its higher education goals, with the Governing Council serving as the leading authority. Appointment procedures are aligned with institutional needs and AICTE student-faculty ratios. Recruitment advertisements are disseminated through the institution's social media platforms, and newspapers. The selection committee, comprising the Principal, HoDs, and domain experts, conducts candidate interviews to make selections. Service rules are developed in consultation with the management and ratified by the Governing Council, with the expectation that faculty members will actively contribute to teaching, research, and extra-curricular activities.

Internal promotions within the institution are contingent upon factors such as experience, teaching, research, and overall contributions to academic and associated activities. The service rules underscore a spirit of cooperation and a conducive working environment among faculty members. In summary, the institution's perspective plan is effectively deployed, and the functionality of its various administrative bodies is efficient. The maintenance of policies, administrative infrastructure, appointment and service rules, and activity procedures collectively uphold and further the institutional perspective plan.

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: A. All 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:

Paavai College of Engineering is deeply committed to the welfare of its teaching and non-teaching staffs. The institution highly esteems its employees' valuable contributions to the institution's advancement and progress. The institution places significant emphasis on implementing a well-structured Performance Appraisal System for teaching and non-teaching staff to ensure consistent educational objectives and teaching excellence. This appraisal system encompasses two primary categories: HOD appraisal and peer appraisal. The HOD appraisal rigorously assesses staff based on three pivotal areas: teaching and learning, co-curricular activities, and research contributions. Subsequently, the evaluation process provides constructive feedback, valuable suggestions, and measures for staff enhancement. The institution places great importance on the well-being of its staff, recognizing the significant impact of employees' well-being on their work performance.

To support our employees, the institution offers the following benefits:

- Group Insurance Scheme
- Special Leave, including maternity leave, marriage leave, etc.
- Free Bus Facility and Hostel Facility

The organization provides a range of initiatives to enhance its employees' well-being and job satisfaction. These initiatives encompass a congenial work environment, complimentary transportation, subsidized housing, and dining facilities. In addition to these provisions, the organization offers various financial benefits. Employees have the option to request salary advances and access loans conveniently. Furthermore, salaries undergo regular evaluations.

Supplementary privileges include:

- Incentives for R & D projects
- Annual sponsored tours for rejuvenation
- Educational fee waivers for employees' children

In terms of career development, the institution provides on-duty support for staff attending training programs and events, meritorious awards, and computer training for supporting staff. The institution appreciates the crucial role played by its teaching and non-teaching staff in its growth and, as a result, has implemented a variety of welfare schemes. For the teaching staff, these schemes include the appointment of qualified faculty, skill-enrichment programs, various types of leave (medical, casual, compensation), on duty for conferences and workshops. The non-teaching staff also receives benefits such as conveyance allowance, skill enhancement programs, medical leave, on duty for training programs, and similar perks.

Performance Appraisal System: The faculty performance appraisal system focuses primarily on teaching. It utilizes various methods like Induction Programme, Class Committee Meeting, Faculty Revalidation Programme and Faculty Orientation Programme to gather information on the quality of teaching and course delivery. Non – Teaching staffs also, assessed based on their task execution, skill improvement, punctuality, work discipline, and team participation. In conclusion, the institution takes a comprehensive approach to ensure the quality of its educational delivery through structured appraisals. Furthermore, it prioritizes the well-being and career development of both teaching and non-teaching staff.

Avenues for career development: The faculties those who are pursuing Ph.D are provided with No Objection Certificate for registration, on duty to complete the doctorate and after completion increment will be provided for the faculty.

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: 0.48

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

2023-24	2022-23	2021-22	2020-21	2019-20
01	01	00	00	01

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 / workshop s 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: 93.5

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

2023-24	2022-23	2021-22	2020-21	2019-20
151	128	137	152	151

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

2023-24	2022-23	2021-22	2020-21	2019-20
30	25	29	29	29

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:

Strategies for Fund Mobilisation

Funds and resource mobilisation is mainly required to achieve organisational objectives such as sustainability of the organisation, its growth and expansion, effective and efficient utilisation of resources, support innovation and technological development and to establish links with various stakeholders.

Optimal Utilisation of Resources

The major source of revenue for the college is the Annual fee collected from students. It is collected as per the fee and guidelines fixed by the Regulatory Authority. Funds are also mobilised through the examination fees from the students which accounts for the smooth conduction of examination. It is also mobilized through consultancy, alumni, industry sponsored projects. Though the fund mobilisation is limited, the college mainly focusses on providing high quality engineering education

with a social commitment of serving the society and living up to the vision and mission of the Institute.

Optimum Utilisation of Funds

- Financial management and strategic budgeting are of high importance in planning resource mobilisation.
- During the budget preparation in the institution, all the academic and other section heads are requested to provide the annual budget requirements keeping in view the development and updatation of laboratories, computing facilities, library, teaching-learning process, training, extension activities, software etc. The same is placed before the Finance committee and the committee in turn will deliberate and make necessary changes for a proper balance of receipts and expenditure.
- Sufficient funds are allocated for effective teaching-learning practices that include orientation programmes, workshops, inter-departmental activities, training programmes, symposiums, conferences that ensure quality education.
- The budget is used to pay for fixed asset maintenance as well as routine operational and administrative costs.
- The management pays for faculty members' to attend seminars, the Faculty Development Program etc.,.
- Every year, funds are allocated for the improvement of library facilities, which is necessary to support learning activities.
- Enough funds are allocated for social service activities like NSS, blood donation camps, road safety awareness programs, club activities etc.,
- Identify the resources needed to work and ensure the effective utilisation of it.
- Identification of resource providers, stakeholders and examination of assistance that can be provided by them.
- To select efficient resource mobilisation techniques through grants, innovative acquisition strategies and technological collaboration.

Internal and External Auditing Systems

The organization's processes for internal and external auditing are built with absolute confidence. Internal auditing is carried out by the financial committee of the organization. The committee meticulously verifies all income and expense information, and through the principal, it submits a comprehensive internal audit report to the institution's administration. External audits are conducted once a year. The process of effective and efficient monitoring of financial resources is as below: Book of Accounts maintained in the college is audited annually by External Qualified Chartered Accountants appointed by the management and the final audited report is discussed in the Annual Meeting of the Management Committee for further actions and suggestions.

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:

About Internal Quality Assurance Cell (IQAC)

The primary goal of the Institution's Internal Quality Assurance Cell (IQAC) is to establish quality as the distinguishing feature of higher education at Paavai College of Engineering by utilizing a variety of internal and external quality assessment, promotion, and maintenance programs. Since improving quality is an ongoing effort, the institution's IQAC is a part of its system and works to realize quality enhancement goals as well as sustain the growth of the institution's quality culture.

Major Tasks of IQAC

The prime responsibility of the IQAC is to create a framework for the intentional, steady, and catalytic enhancement of the institution's overall performance. It will accomplish this by focusing all of the institution's attention and resources on advancing its overall academic quality throughout the post-accreditation term. The institution's formation and management of the IQAC will be guided and made easier by the guidelines listed in the following pages. The institution's success hinges on fostering a feeling of belonging and engagement among all its members. It is designed to be a voluntary system within the institution that promotes facilitation and participation. This approach has the ability to serve as a tool for improving quality by implementing deliberate strategies to address shortcomings and boost overall quality, similar to the concept of "Quality Circles" in the industrial sector.

Functions of the IQAC

Some of the functions of the IQAC are as follows

Establishing quality standards for academic and administrative activities. Creating a student-focused environment to enhance education quality and support faculty learning. Gathering feedback from students, parents, and stakeholders to improve institutional processes. Organizing workshops and seminars on quality-related topics and promoting quality improvement groups. Collaborating with industries and institutes.

Benefits of IQAC

IQAC will

- Enhance clarity and focus in institutional operations to improve quality.
- Facilitate the adoption of a quality culture within the organization.
- Ensure the improvement and coordination of various institutional activities and formalize all effective practices.

- Decision making will provide a sound basis to improve institutional functioning.
- Function as a dynamic system for quality changes in the institution.
- Implement a structured internal communication and documentation strategy.

Strategic Perspective of IQAC towards Continuous Improvement

- The Internal Quality Assurance Cell (IQAC) at PCE aims to establish and maintain quality in higher education through various assessment and improvement programs.
- Its major tasks include creating a framework for enhancing overall performance and fostering a quality culture within the institution.
- The functions of IQAC include developing quality standards, creating a student - centered environment, collecting feedback for continuous improvement, and collaborating with industries and institutes.
- IQAC benefits by enhancing institutional operations and decision-making, facilitating a quality culture, and ensuring coordination of activities.
- Its strategic perspective involves periodic implementation of academic policies, conducting internal and external audits, monitoring teaching effectiveness, and implementing improvements based on recommendations for continuous improvement.

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: B. Any 3 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:

GENDER EQUITY AND AUDIT

Gender equity audits help identifies disparities in policies, ensuring fair treatment and equal opportunities for all gender identities. They promote inclusivity and drive organizational fairness.

Promoting Gender Equity – Faculty Members & Students’ Enrollment

Promoting gender equity in faculty hiring and student enrollment ensures diverse representation and equal opportunities across academic and administrative roles. This approach enriches the learning environment and supports a balanced, inclusive institutional culture.

Promoting Gender Equity – Non-Teaching & Housekeeping Staff

Promoting gender equity among non-teaching and housekeeping staff ensures fair treatment and equal career opportunities. It creates an inclusive work environment and challenges traditional gender roles.

Gender Sensitization Activities

Gender sensitization activities are essential for raising awareness about gender issues and promoting equality. They help challenge stereotypes and encourage respectful behavior through engaging workshops and discussions.

Celebrating Women’s Day & Empowerment Program

Women’s Day celebrations and empowerment programs showcase women's achievements and promote gender equality. These events inspire dialogue, raise awareness, and foster community-building for inclusivity and empowerment.

Co-curricular Activities

Co-curricular activities complement academic learning by fostering skills such as leadership, teamwork, and creativity. They enhance students' overall development and engagement, contributing to a well-rounded educational experience.

Hostel Day Celebration – Girls

Hostel Day celebrations for girls offer a fun and engaging way to build community and boost morale. These events create a supportive atmosphere where students can relax, bond, and showcase their talents.

Awareness Programs

Awareness programs effectively educate and inform participants about important issues, fostering greater understanding and engagement. They play a key role in driving social change and promoting informed decision-making.

Facilities for Women

Paavai College of Engineering has enhanced women's safety with facilities like dedicated restrooms, and wellness centers. These amenities foster comfort, accessibility, and promote well-being and equality.

Prevention of Sexual Harassment – (Vishakha Committee) and POSH

The prevention of Sexual Harassment Committee, guided by the Vishakha Guidelines and POSH Act, is vital for addressing harassment and ensuring a safe, respectful work environment. It provides a structured mechanism for complaints and resolution, promoting accountability and protecting the rights of individuals.

CCTV surveillance & College Helpline

CCTV surveillance and college help lines strengthen campus security and student support. Together, they ensure safety, deter misconduct, and offer immediate assistance, fostering a more secure and responsive environment.

Women's Right Protection cell

The Women's Right Protection Cell is crucial for safeguarding women's rights and addressing grievances related to discrimination and harassment. It provides support, advocacy, and a safe channel for reporting and resolving issues, promoting gender equality and justice.

Girls' Common Room

A Girls' Common Room offers students a necessary space to unwind and reduce stress, boosting their well-being. It fosters a nurturing environment that supports both academic and personal development.

Women Gymnasium

The Women's Gymnasium outlines its role in promoting fitness and well-being for women, but it could benefit from more detail. Expanding on the types of equipment available, such as cardio machines, weights, or specialized areas for strength training.

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: B. Any 3 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:

Paavai College of Engineering (PCE) is committed to creating an inclusive, welcoming, and supportive environment for its students and staff. The institution values the rich diversity within its community, recognizing the importance of cultural, regional, linguistic, and socio-economic differences. To foster inclusivity, PCE has introduced various programs aimed at promoting harmony and understanding among students from diverse backgrounds. These initiatives emphasize respect, tolerance, and the importance of constitutional rights, duties, and civic responsibilities. Through these efforts, PCE ensures a holistic educational experience that prepares students for both personal and professional success in a diverse world.

Promotion of Cultural and Regional Harmony

One of the core elements of PCE's inclusivity efforts is the promotion of cultural and regional harmony. India's diversity is celebrated on campus through various events that highlight the different cultural backgrounds of its students. Festivals like Pongal and Diwali are celebrated with great enthusiasm, providing students the opportunity to share their unique traditions. These events promote unity while helping students from diverse regions feel appreciated and recognized.

PCE also encourages students to engage in cultural exchange programs that allow them to interact with

peers from different regions. These programs help students experience and understand the traditions of others, fostering inclusivity and mutual respect.

Linguistic Inclusivity

PCE prioritizes linguistic inclusivity, ensuring that students from different linguistic backgrounds feel comfortable within the college environment. Although English is the primary language of instruction, PCE acknowledges the importance of regional languages. Informal interactions and activities often incorporate Tamil and other languages, allowing students to feel more at ease in their day-to-day lives. PCE also organizes debates and workshops to bridge linguistic divides and promote appreciation of linguistic diversity.

Socio-economic Sensitization and Communal Harmony

Paavai College of Engineering (PCE) is committed to promoting socio-economic diversity by providing scholarships and financial aid to students from underprivileged backgrounds, ensuring equal access to education for all. In addition to financial support, the college fosters communal harmony by organizing interfaith dialogues and celebrating major religious festivals like Christmas, Eid, and Diwali. These initiatives create a safe, inclusive, and respectful environment where students from diverse religious and socio-economic backgrounds can come together, learn, and grow. Through these efforts, PCE ensures that all students have the opportunity to thrive both academically and socially.

Emphasis on Ethical and Civic Responsibilities

In addition to promoting cultural and linguistic inclusivity, PCE instills ethical values and civic responsibilities in its students. The college encourages participation in community service, environmental initiatives, and social welfare campaigns, fostering a sense of duty toward society. Through these initiatives, PCE nurtures responsible, inclusive, and compassionate citizens.

In conclusion, Paavai College of Engineering’s inclusive approach sets a strong example for how educational institutions can create harmonious and diverse communities. Through its emphasis on cultural, linguistic, and socio-economic diversity, PCE provides a nurturing environment where students from all backgrounds can thrive and contribute meaningfully to society.

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

Title of the Practice: Padha Pooja for Parents & Teachers

Objectives of the Practice:

- Our students performed **Padha Pooja** for their teachers and parents to get their blessings.
- The significance of **Padha Pooja** is to express gratitude towards their teachers and parents.

For Teachers:

- **Respect and Gratitude:** To show respect and gratitude towards the teachers for their guidance, wisdom and mentorship.
- **Seeking Blessings:** To seek blessings from the teachers for academic success, personal growth and spiritual development.
- **Enhancing Teacher-Student Relationship:** To strengthen the bond between the teacher and student by fostering a sense of trust, loyalty and mutual respect.
- **Spiritual Growth:** To promote spiritual growth, self-awareness, and self-reflection among teachers and parents.

For Parents:

- **Promoting Respect and Humility:** To instill respect and humility among teachers and parents and recognizing the value of knowledge and expertise in teachers.
- **Gratitude for Teacher's Efforts:** To express gratitude for the teacher's efforts in shaping their ward's mind and character.
- **Wishing Well-being and Success:** To wish well-being, success, and prosperity for the teachers both in their personal and professional life.
- **Fostering a Sense of Community:** To foster a sense of community among parents, teachers and students and promoting a collaborative environment that benefits everyone involved

The Context:

Padha Pooja is a ritual where students fall at their teacher's feet, bow down, touch their feet, performing an arati ceremony, recite mantras, perform a homa, offer prayers, perform a Padha Paripurna, vowing to follow the guru's teachings and making supplications. These practices symbolize reverence, respect, humility, spiritual growth and guidance. Students also offer vows and supplications to the guru, symbolizing their commitment in their academic journey.

The Practice:

At **Paavai College of Engineering**, first-year students perform Padha Pooja for their parents during class inaugurations and for teachers on Teachers' Day, showing deep respect and reverence for their parents,

teachers, and motherland.

- **Preparing the Feet:** Teachers' or parents' feet are washed with water to purify them before worship.
- **Offering Flowers and Incense:** Flowers symbolize beauty and devotion, while incense purifies the atmosphere.
- **Applying Sandalwood Paste and Kumkum:** These are applied on the feet as a mark of respect.
- **Chanting Mantras:** Mantras are chanted to invoke blessings from the deity, teachers, and parents.
- **Performing Aarti:** A lamp is lit and moved in circular motions in front of the feet as a form of worship.
- **Seeking Blessings:** Devotees bow down to seek blessings from teachers and parents after the ritual.

Evidence of Success:

- **Spiritual Connection:** Padha Pooja connects devotees with the Divine or their spiritual teacher, performed with sincerity and devotion.
- **Inner Peace & Growth:** It fosters inner peace, spiritual growth, and deep fulfillment through regular practice.
- **Blessings:** Performing Padha Pooja brings blessings and protection from the Deity.
- **Guidance & Clarity:** It helps students seek guidance and clarity in life.
- **Humility & Devotion:** The practice cultivates qualities like humility, devotion, and gratitude in students.

Problems Encountered and Resources Required:

When performing Padha Pooja, some students have hindrances such as:

- Lack of focus
- Disturbance caused by in disciplined students.
- Maintaining sincerity and devotion during the solemn ceremony.

BEST PRACTICE 2

Title of the Practice: Outreach Programs for Rural Community Development - Talent Quest for India (TQI)

Objective of the Practice:

- Our students performed the Talent Quest for India (TQI) which is a Holistic Development program to nurture young talents among rural students in various aspects.
- TQI enhances leadership and communication skills for student success.
- **Leadership Development:** TQI enhances students' leadership skills by focusing on goal-setting, relationship-building, and motivating others.
- **Communication Skills:** The program improves verbal, non-verbal communication, active listening, and providing effective feedback.

- **Personal Development:** TQI fosters self-awareness, encouraging students to reflect on their values, strengths, and weaknesses.
- **Networking Opportunities:** Students can connect with peers, mentors, and professionals through the program.
- **Career Development:** TQI equips students with career skills like resume building, job interviews, and networking.

The Context:

- Every year, our volunteers motivate rural students in grades 9 to 12, encouraging a positive mindset and passion for learning.
- Strategic planning, regular practice, and a healthy study-life balance are key to effective exam preparation.

The Practice:

The TQI terms are divided into 4 teams namely,

- **ZHAGARAM** (Focus on Tamil languages)
- **ULLAS** (Non Judgmental Listening)
- **KANAA** (Focus on Science)
- **CLUSTER**

Among these four teams ULLAS come under Government control.

- **NMMS Exam Training:** TQI trains school students for exams like the NMMS scholarship.
- **Learnathon:** A program encouraging volunteers' continuous learning, skill development, and knowledge acquisition.
- **Future Guidance:** TQI volunteers offer academic and career guidance to students.
- **Sapling Planting:** Initiatives positively impact the environment and communities.
- **Panchayat Education:** Classes enhance community participation and understanding of local governance.
- **Alumni Meet:** A platform for alumni to reconnect, share experiences, and contribute to the community.
- **Clothing Initiative:** TQI's clothes distribution program supports rural communities, promotes dignity, and strengthens resilience through sustainable practices.
- **Book Festival:** Conducted to promote literacy, celebrate literature, and enrich the community.
- **Mudhivor Thiruvizha:** Focus on elders' health, wellness, social activities, and educational workshops.
- **TQI Motto:** Volunteers emphasize "Get fit in body and mind."

Evidence of Success:

- We are happy and proud to receive an award from *United Nations V-Awards India*.
- Exploring the student's talents. Students say "Be the change you want to see", if being the change is first, then changing the roots is the next and students' talents are tapped.
- Through the above practices, the students work towards creating socially responsible leaders.

Problems Encountered and Resources Required:

- Keeping volunteers motivated and committed overtime can be challenging.
- Volunteers may lack the necessary skills to contribute effectively.
- Limited financial and material resources can hinder the execution of projects.

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:

Centre for Excellence

Vision:

To emerge as an eminent educational institution, committed to transform the next generation into conscientious citizens equipped with both social responsibility professional prowess, prepared to face challenges courageously.

Paavai College of Engineering excels through quality education, industry-focused training, innovative research, and skill development, preparing students for global challenges with top-notch facilities and faculty.

1. Academic Excellence

Paavai College of Engineering is committed to fostering academic excellence through a comprehensive and dynamic approach to education. In the academic year of November 2019, PCE ranked 164th place out of 443 colleges. In November 2023, we clinched the 28th position out of 314 colleges. Every year, our results have improved gradually.

Faculty Excellence

The faculty at PCE excels with expertise, innovative teaching, and dedication to student success, creating a dynamic, rigorous learning environment that prepares students for industry challenges.

Student Excellence

PCE students consistently achieve high standards in their studies, demonstrating critical thinking, creativity, and problem-solving skills. Our student **S. Kiruthika** from the Civil Engineering Department, batch of 2016 to 2020, obtained a **first-class distinction** in the April/May 2020 examinations, **ranking 26th overall** and earning a CGPA of 8.77 in the Anna University Results. Additionally, our students from the Automobile Engineering Department, batch of 2017 to 2021, received top ranks in the University results in the April/May 2021 examinations. (**R. Karthick** obtained **3rd place** with a CGPA of 8.56, **M. MadhuVarshini** obtained **13th place** with a CGPA of 8.29, and **K. Suriya** obtained **26th place** with a CGPA of 7.82).

2. Faculty Development Programs

- **Faculty Orientation Program**
- **Faculty Rejuvenation Program (Outbound Training)**
- **Faculty Revalidation Program &**
- **Faculty Training and Re-training Program**

The **faculty orientation program** conducted in PCE campus is an essential initiative designed to integrate new faculty member into the academic environment while also providing ongoing professional development for existing faculty. The **Faculty Rejuvenation Program (Outbound Training)** of PCE campus is an exclusive initiative designed to enhance the professional development, well-being and overall effectiveness of our academic staff. A **faculty revalidation program** in PCE is designed to ensure that educators remain current with the latest developments in their fields and enhance their teaching methodologies. A **faculty training and re-training program** in PCE is for enhancing the teaching capabilities and technical knowledge of educators.

3. Know Your Student (KYS)

The **student profile, student record** and **entry-level form** are among the documents that Paavai College of Engineering keeps on file. These documents are used to record important information about a student's academic history, extracurricular activities, interests, and abilities. It usually has sections for goals, academic accomplishments, major or area of study, educational history, family background, health issues and personal information. We can utilize this information to further assist students with academic advice, mentorship, and program participation by having a better understanding of each student's strengths, goals and activities. Usually, this form contains personal information like name, phone number (student & parent) and photo.

4. Orientation, Goal Setting & Review and Re-View Program for Students

- **Orientation Program for Students**
- **Goal-Setting Program for Students**
- **Review and Re-View Program for Students**

An **orientation program** for students in PCE serves as a fundamental introduction to campus life, academic expectations, and the diverse opportunities available to students. It helps new students acclimate to their surroundings, understand the curriculum, and become familiar with the college's infrastructure, faculty, and resources. A **goal-setting program** for students in PCE is a structured

initiative aimed at helping students define clear academic, personal, and professional objectives. The **Review and Re-View program** for students in PCE is a reflective learning initiative designed to help them assess their academic progress and improve their performance.

5. First Edition of Confederation of Indian Industry (CII) Salem CEO Summit

The Confederation of Indian Industry (CII) held the inaugural **CII SALEM CEO SUMMIT** at Paavai Institutions' **Anandha Arangam**. Over 1,500 attendees, including industry experts, entrepreneurs, and business leaders, gathered to discuss improving management practices and address current business challenges. The summit's theme was "Advancing Systemic Leadership and Shaping a Better Future for All Together."

6. Paavai Awards Ceremony Paavai Viruthugal

Paavai Institutions hosted the "**Paavai Viruthugal**" awards ceremony at **Anandha Arangam**, Paavai East campus, to celebrate outstanding achievements in language, art, literature, culture, and society. Organized by the Tamil Forum of Paavai Educational Institutions, the event honored literary figures whose profound words inspire, challenge, and enrich our understanding of human experiences.

7. Paavai Tamil Mandram

The purpose of LIFE IN THIRUKKURAL was to raise awareness of the life lessons contained in Thiruvalluvar's collection of Tamil poems, "Thirukkural." The chief guest, **Dr. Aroomugam Parasuramen, a former Mauritius education minister, UNESCO director, chairman of the Global Rainbow Foundation, and founder of the International Thirukkural Foundation**, added honor to the well-planned and well-attended celebration.

8. Paavai Youth Festival on National Integration Day

Paavai Educational Institutions hosted the **23rd Paavai Youth Festival on National Integration**. Over **1320 students** from 24 private (matriculation and CBSC) schools in Namakkal and Salem, as well as 44 government high schools, higher secondary schools, and government-aided schools, took part in the festivities. Nine events were held separately for government and private schools. These categories included oratorical, essay writing, poetry, quizzes, painting, Rangoli, dancing, singing, and science projects.

9. Paavai IAS Academy

Paavai College of Engineering proudly offers an exclusive IAS Academy designed to provide our students with comprehensive support and guidance in their pursuit of civil services. Exams such as the **UPSC, SSC, TNPSC, BANKING GATE, TRB/TET, and TNUSRB** are offered in our academy. Our academy is equipped with all the essential facilities, including **free course materials, a state-of-the-art central library, expert trainers** and a **Wi-Fi-enabled campus**, ensuring an environment conducive to focused learning. With air-conditioned seminar halls and hi-tech auditoriums for interactive sessions, students benefit from an immersive learning experience. In our college, students are enrolled in multiple courses side by side. We provide services to school students in addition to our college students. Numerous people from rural areas are benefiting from our academy.

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

5. CONCLUSION

Additional Information :

Paavai College of Engineering with the support of its visionary management, capable administrators, proactive leadership from the principal and a dedicated team of faculty members has been growing in both quality and quantity since its establishment in 2006.

Under the guidance of the Internal Quality Assurance Cell (IQAC), a SWOC analysis was conducted with the involvement of all faculty members. This analysis, along with the core values of the college, helped to shape a strategic plan aligned with the institution's vision. The findings from the SWOC analysis, combined with the core values, vision, mission and a commitment to social responsibility were used to create this plan.

The IQAC oversees all college activities including curriculum, teaching and learning, research, infrastructure, student support and institutional values and practices. The college focuses on developing students into well-rounded individuals by offering value-added courses, encouraging paper presentations, providing internships, industrial visits and projects to ensure students become professionally competent. Sports and community activities are also regularly organized to foster teamwork and social awareness among students.

The college has consistently ranked 28th and 36th among 314 non-autonomous affiliated colleges in Tamil Nadu in the Anna University exams held in November/December 2023 and November/December 2022 respectively. Paavai College of Engineering established its Institution Innovation Council (IIC) in 2021-22.

Through the collective efforts of management, administrators, the principal, heads of departments, faculty, staff and students, the college is working towards elevating its standards. It aims to become an institution of national recognition and gain international prominence.

Concluding Remarks :

Future Plans

- To achieve the Autonomous status.
- To obtain NBA Accreditation for all eligible programmes
- To attain a better NIRF ranking
- To start new Research Centre for various streams.
- To establish Industry Institute hub

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 :57</p> <p>Remark : As per clarification received from HEI, and excluding the program which are part of curriculum, based on that DVV input is recommended.</p>																				
1.2.2	<p>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</p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>967</td> <td>773</td> <td>645</td> <td>619</td> <td>885</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>755</td> <td>501</td> <td>508</td> <td>518</td> <td>610</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, and changes done according to the above related metric id 1.2.1, thus DVV input is recommended.</p>	2023-24	2022-23	2021-22	2020-21	2019-20	967	773	645	619	885	2023-24	2022-23	2021-22	2020-21	2019-20	755	501	508	518	610
2023-24	2022-23	2021-22	2020-21	2019-20																	
967	773	645	619	885																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
755	501	508	518	610																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 924</p> <p>Answer after DVV Verification: 911</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
3.1.1	<p>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</p> <p>3.1.1.1. Total Grants from Government and non-governmental agencies for research</p>																				

projects / endowments in the institution during the last five years (INR in Lakhs)

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0.81	0.98	1.105	1.02	1.315

Answer After DVV Verification :

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

Remark : As Grants is not reflected in audited statements, thus DVV input is recommended.

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:

2023-24	2022-23	2021-22	2020-21	2019-20
8	13	16	3	10

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
6	8	13	3	8

Remark : As per clarification received from HEI, and only those activates should be taken under different aspect Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
29	14	11	11	7

Answer After DVV Verification :

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

14	11	11	05	02
----	----	----	----	----

Remark : As per clarification received from HEI, and calendar year to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
14	1	8	2	4

Answer After DVV Verification :

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

Remark : As per clarification received from HEI, and Publications with ISBN number only would be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
16	17	12	01	06

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
03	02	03	00	02

Remark : As per clarification received from HEI, and excluding awareness programs on generic themes and days celebrations, thus DVV input is recommended.

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.

Answer before DVV Verification :
 Answer After DVV Verification :18
 Remark : As per provided supporting documents by HEI, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
69.35	65.90	33.40	8.11	4.16

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
62.22	59.8	28.75	7.95	0.98

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification : 528
 Answer after DVV Verification: 485

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
230.57	218.46	101.19	148.85	152.23

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
105.69	90.96	38.77	27.8	93.39

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
160	161	160	354	357

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
157	154	157	351	354

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
162	165	168	392	416

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
162	165	168	392	416

Remark : As per clarification received from HEI, and excluding multiple counting of the same student, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
41	8	5	0	2

Answer After DVV Verification :

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

1	0	1	0	0
---	---	---	---	---

Remark : As per clarification received from HEI, and excluding the exam which not related to the intent of the metric ,thus DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
13	13	9	0	11

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
9	8	5	0	6

Remark : As per clarification received from HEI, and as per SOP Participation and Inter-collegiate awards and district level certificates should not be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
40	39	34	6	32

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
25	23	20	5	22

Remark : As per clarification received from HEI, and as per SOP Multiple activities on the relatively closer dates to be considered as one only, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
111	95	86	97	111

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
01	01	00	00	01

Remark : As per clarification received from HEI, and financial contribution less than RS. 2000 per year per teacher should not be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
152	130	142	155	154

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
151	128	137	152	151

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
30	25	29	29	29

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
30	25	29	29	29

Remark : As per clarification received from HEI, and excluding multiple counting of same teachers, thus DVV input is recommended.

6.5.2	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 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. <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 127 Answer after DVV Verification : 221</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 1675 986 1787"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>127</td> <td>121</td> <td>115</td> <td>134</td> <td>136</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1865 986 1977"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>123</td> <td>121</td> <td>115</td> <td>134</td> <td>134</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	127	121	115	134	136	2023-24	2022-23	2021-22	2020-21	2019-20	123	121	115	134	134
2023-24	2022-23	2021-22	2020-21	2019-20																	
127	121	115	134	136																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
123	121	115	134	134																	