



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

M.A.M. SCHOOL OF ENGINEERING

TRICHY-CHENNAI TRUNK ROAD SIRUGANUR TIRUCHIRAPPALLI

621105

www.mamse.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

M.A.M. School of Engineering is one of the prominent institutions in South Tamil Nadu situated at Siruganur, Tiruchirappalli District. The institution was established in 2010 by Maluk Educational and Charitable Trust with the dignified aim of uplifting rural students to empower them in the field of Engineering and Technology. It is approved by AICTE, New Delhi and affiliated to Anna University, Chennai. The institution encompasses a prolific environment with lawns and gardens in ambient surroundings congenial for learning. The institution offers 6 Under Graduate courses in Engineering and 2 Postgraduate courses in Engineering. The institution is a member of various professional bodies like ICT Academy, Engineer without Borders (EWB-I), Institution of Engineers (IE) and Computer Society of India (CSI) for the purpose of enriching knowledge and enhancing professional standards. Our institution has IIC, Entrepreneurship Development Cell, Social Entrepreneurship, Swacchta and Rural Engagement Cell (SES REC) and local chapter of NPTEL. The college has a vibrant Placement Cell, Women Development Cell, Internal Quality Assurance Cell, Prevention of Sexual Harassment Cell and Grievance Redressal Cell and also Our Institute has functional MoUs with leading engineering industries. The institution has an appealing infrastructure with a seminar hall, one fully air-conditioned smart classroom, 2 drawing halls, workshop, digital library, 46 well-equipped laboratories and a lab with a central computing facility and availability of 150 Mbps high internet speed Wi-Fi connectivity throughout the campus. The institution has well-furnished and sophisticated hostel facilities with an indoor gym and mess providing hygienic food varieties as per the choice of students. The institution has a hygienic mega cafeteria, ATM centre, Ambulance facility, medical centre and well-connected transport facility covering the nearby District. The students are tutored, mentored, and counselled for academic development and to promote innovative thinking. Beyond academics, the institution inculcates self-discipline among students, and motivates them to participate in sports, games and cultural activities.

Vision

To deliver the highest quality engineering education, create cutting edge research and innovative technology for the benefit of the society locally and globally.

Mission

To be recognized as a leader in engineering education, research, and application of technology to benefit society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Aesthetic green campus in amicable environment
- Zero Pollution campus
- Conducive environment and state-of-the-art Infrastructure

- CCTV monitored campus
- Uninterrupted power supply
- ICT enabled Teaching–Learning process
- Aptitude Training is given to students for enhancing employability skills.
- Skill development programmes offered to students from first year onwards
- Ensured Student participation in Academic and Administrative activities
- Career improvement of students through Co-curricular and Extra-curricular activities
- Satisfying the diverse needs of students with different backgrounds
- Appropriate feedback mechanism for continuous quality improvement
- Good rapport among the stakeholders
- Noiseless generators for power generation
- Implementation of sustainability measures Eco - friendly practices in the campus
- Extending facilities to the society through extension activities
- Qualified, motivated and competent faculty with a blend of high experience and young and energetic dynamism
- Excellent Placement Record for 4 years
- Renewable energy usage through Bio-gas and solar power generation

Institutional Weakness

Institutional Weakness:

- Geographically located in rural region
- Less industrial connectivity due to remote location
- Departments need to become recognized Research Centers by Anna University
- Need to increase more collaborative/ research projects and consultancy.
- Non availability of technology incubators
- Quality publications and Interdisciplinary research need to be strengthened
- More effort is needed to increase the number of state/central funded projects
- The activities through Industry Interaction cell are to be improved.
- Heavy dependence on internal financing.

Institutional Opportunity

Institutional Opportunity:

Establishing Centre of Excellence in key areas like research and consultancy

With Entrepreneurship Development Cell, opportunities are available for students to become entrepreneurs.

Practicing outcome-based education in all aspects of engineering disciplines

Offering courses through NPTEL influences the self-learning initiative of students and faculties.

Value added courses provide opportunities to explore new areas of interest

Establishing continuous interaction with industry for mutual growth

Emphasis on renewable energy sources and use of power saving appliances

Enhancing contributions to green initiatives for sustainable development

Institutional Challenge

Institutional Challenge:

Changing admission scenario in engineering discipline due to the wide availability of other professional programmes

Rapid changes in technology and accordingly improving the employability skills of students

Lack of free slots in academic schedule confines incorporating more add-on courses to cope up with industry requirements

Non Availability of expert faculty in the emerging areas of technology such as Artificial Intelligence, Green computing, Data science and Neural networks etc.,

Reduced reading habits of students due to the influence of mass media, mobile phone and whatsapp.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

M.A.M. School of Engineering is an affiliated Institution under Anna University, Chennai, Tamilnadu. Six under graduate programmes, two post graduate programmes are offered as per the regulations and curriculum & syllabi of Anna University, Chennai. Each and every course follows the Choice Based Credit System (CBCS).

Academic calendar is meticulously prepared to implement the curriculum effectively. Institute adheres strictly to the Academic Calendar prepared in the beginning of each semester as per the academic schedule provided by the Anna University which includes weekly working days, holidays, internal assessment test dates, practical

exam dates, class committee meeting dates, online feedback dates, last working day etc. Internal Tests and Model Exams are conducted as per the schedule. Feedback of the curriculum is collected from various stakeholders such as students, Faculty, Employers, Parents and Alumni of the institution. Further the feedback has been analyzed and action has been taken.

Based on the feedback on syllabus from different stakeholders, Institute offers certificate/ value added courses to the students every year to fulfil the requirements of the stakeholders and the job market. Professors of our Institution are also participating in the design and development of the curriculum and evaluation process at university level. Courses relevant to Gender, Environment like Environmental Science, Professional Ethics, Human Rights, etc. are also offered to the students as per Anna University curriculum. Awareness programmes on Universal Human Values, gender empowerment, gender equity and environmental protection were conducted to groom the youngsters to better citizens. Analytical, aptitude training and skill development classes are conducted to ensure better placement. Newspaper hour is conducted in order to develop the student's GK and current affairs, which helps them to clear the competitive examinations. If the curriculum prescribed by the University has some gaps in terms of up-to-date knowledge, faculty members identify the topics and add them as the Augmented syllabus. Similar to regular syllabus, these augmented topics also taught in class and materials also provided to the students. Student's knowledge is enriched through experiential learning, field work, internship and project work.

Teaching-learning and Evaluation

Admissions are made solely on the basis of merit while adhering to government reservation standards. The average enrolment percentage is 43.93. The average percentage of seats filled as against the reservation policy is 58.82. The institution has a student-faculty ratio of 6:1 Average percentage of full-time teachers against sanctioned posts is 102.94 and with Ph.D is 10.35. The average teaching experience of full-time teacher is 2.75 years The planning and execution of the teaching-learning and evaluation activities follow the academic calendar. The concerns associated to academic, emotional, and social stress are addressed through mentor-mentee programme. Advanced and slow learners are given special consideration. Slow learners are placed in remedial classes where simplified materials are given which helps them to easily understand the concepts and to clear the examinations. Advanced students are encouraged to go beyond their typical academic work, such as enrolling in NPTEL and other MOOCS, internships, research and product development, National and international technical contests etc., The comprehensive development of the students is ensured through the use of student-centered instructional methodologies such as seminars, group discussions, brainstorming sessions, and project work. At the Institute, traditional and contemporary teaching approaches are used to teach and learn. The institution offers all the assistance and materials required for adopting both ICT-based and non-ICT pedagogical methods. For engaging and participatory teaching-learning, teachers are recommended to make use of interactive smartboards. Students get exposure through various co-curricular and extracurricular activities. Well-qualified, dedicated faculty members are employed by the college in order to maintain the standards and quality of the teaching. Transparency is maintained for the conduction of internal exams and the student internal marks. It will be displayed in the notice board and communicated to the parents through postal communication. And also university related grievances will be done through the college examination cell. The importance of PO, PSO, CO are informed to the students and displayed in the website for the other stakeholders.

Research, Innovations and Extension

The institution encourages a culture of research by inspiring and persuading faculty and students to conduct research. Twelve professors have completed their Ph.D.s, while two others are working toward it. For Ph. D. scholars and journal articles, incentives are offered. The Entrepreneurship Development Cell and Institutions Innovation Council (IIC) of the institute exist to promote entrepreneurship, advance intellectual and innovative abilities, and protect intellectual property rights. More programs are conducted by the Entrepreneurship Development Cell, and interactions with successful entrepreneurs inspire people to establish their own businesses. Participating in various Project competitions, such as the Smart India Hackathon and Chattra Vishwakarma, encourages competitive learning on a continuous basis. The students are encouraged to participate in various workshops and conferences to have the updated & latest knowledge in engineering & technology. The research culture at our institution is well represented by student projects. Faculty members published their papers in reputable publications and at conferences. Faculty members are constantly urged to publish their papers in reputable journals. The institution encourages academics to write books, conduct workshops, and participate in seminars to keep their technical knowledge current. Our institution was awarded with several honors and recognitions for our extension initiatives. Health, hygiene, and environmental issues are brought to the attention of the students. Through their participation in the Students' ExNoRa, YRC, and RRC, students' social duty has been induced. Our institution's units conducted a variety of initiatives for the community's overall development, including rallies, tree planting, Swatchh Bharath, ecosystem restoration, environmental awareness campaigns, and yoga for health. Blood donation camps, eye screening camps are conducted through these schemes is noteworthy. More students are actively taking part in all CSR initiatives. The university has operational memorandums of understanding (MOU) with a number of industries for industry-institution interaction through which the students' technical abilities would be updated by participating in industrial training.

Ministry of Education, Govt. of India, appreciated our innovation activities and awarded 4 star rating in 2021.

Our collaborative activities are keep on increase for last 5 years. About 35 collaboration activities happened in 2016-17. The number is increased to 137 in 2020-21.

At present we have 14 functional MoUs with the industries. We are trying to increase this number.

Infrastructure and Learning Resources

Our institution has an academic infrastructure more than the prescribed levels by University.

Our Institute covers an area of 11.87 acres with 23810 square meters of build up space.

We have six Departments namely, Computer Science and Engineering , Mechanical engineering, Aeronautical Engineering, Electrical and Electronics Engineering, Electronics and Communication Engineering and Mechatronics Engineering.

We have 25 Class rooms, 46 Laboratories, 6 Tutorial Rooms, One Smart Class Room, One Workshop, Two drawing halls, One Seminar Hall, Incubation centre, Career Development Cell, Centre for Research etc.,

We have central computing facilities with a total of 367 computers available to staff and students all have 50 to 150 Mbps high-speed internet connection with 8gb RAM , 33 open-source software, 3 licensed system software, 30 licensed application software, 2 servers, and 24 printers also made to keep the computer lab running smoothly.

We have a professional indoor and outdoor sports facilities , Gymnasium and Yoga Centre.

The library has a rich pool of text (19053 nos.) and reference (447nos.) books, periodicals, journals, project reports etc. and also CD / online learning materials. Every year new and updated volumes are keep on added to the library. It also has a Digital section with 17 computers and high speed internet for accessing the journals and reference books.

Regular cleaning of classrooms, staff rooms, seminar halls, auditoriums, and libraries is taken care of by sweepers. The building and physical infrastructure are inspected periodically and maintenance is carried out . The in-house maintenance team of the college ensures the proper working of all electrical fittings, maintenance of generators, UPS Batteries, Inverters, Public addressing systems and other appliances of the campus. Transport maintenance Duty of drivers and scheduling of buses is carried out. The trees planted throughout the campus are well irrigated through piping and sprinkler system. All the blocks and hostels are provided with an RO water facility , CCTV cameras and associated peripherals such as storage units, internet access points

Student Support and Progression

Our institution provides essential support to students to obtain significant experiences in learning at the campus and in their complete development and progression. We facilitate our students to obtain suitable government **scholarships. In addition to that, we also** provide financial assistance to deserving, meritorious and economically weaker section of students. As of the last 5 academic years data, **23.49% of overall students got benefited by our financial assistance.**

We provide soft skills and communication skills training through dedicated members from our Career Development Cell. We have a space for Yoga Practices. Regularly, the external trainers visit our campus and train our students with new age Yoga skills.

We provide coaching for competitive examinations such as GATE, IES, UPSC etc.,

We have an active and transparent **Anti ragging committee** that gives support to students healthy environment and safety. Especially during this pandemic, the committee meets through Google meet frequently and discussed about the directives which was given by UGC and put them in action to monitor the student's activity too effectively.

Effective Grievance Redressal cell is in place. Students are asked to drop their suggestions in the suggestion box provided in our campus or sending through email to gcell@mamse.in.

As per the guidelines of UGC, NAAC and the Supreme Court, **POSH Cell** has been established at our College and functions actively..

The institution has a well-defined **student mentoring system.**

In last 5 years, our campus placement rate increased significantly. On an average 74.52% students got placed in last five years. The number of students progression to higher studies is very meagre as the students prefer employment over the higher studies.

Our institution has the required infrastructure and promotes active participation of the students in **sports and**

cultural activities at university/state/national / international level. Our students won several medals at university level, state level and national level.

So far, we don't have any international player. But we hope, it may come true in future. Alumni support our Students through Guest Lectures, Seminars, Inplant training, internship, job opportunity . Alumni meeting are held once in a year in the college.

Governance, Leadership and Management

The Institution has an effective and transparent Governing system with a clearly defined vision & Mission.

In order to achieve our vision, we have also framed several short and long-term goals.

We believe in inclusive governance. All the stakeholders are included in the important academic units such as governing council.

The Governing Council of the Institution meets once in a year to discuss and arrive to a consensus on the administrative & academic functions of the college

Decentralization is practiced in the administration of the college. It is evident from our organizational chart.

Our HR Policy, Rules, Regulations and procedures pertaining to recruitment, promotions and grievance are transparent and equally applicable to all employees.

E-governance is adopted in Finance, Admissions, Learning management and Examination.

We have a Licenced VMeduLife Software, which takes care of Learning Management System, Admissions, Feedback, Examination etc.,

As faculty members are the primary building blocks of the organization, various welfare measures provided to them including free accommodation in hostel, Educational Support to Children, EPF, Maternity leave, sabbatical leave, insurance benefits, free transportation, awards & incentives and Medical facility.

An average of 42.96% of teachers are benefited with financial support to attend Conferences / workshops / FDPs towards membership in various Professional societies during last 5 Years.

An average of 31 Professional Development / administrative training programs are organized by the institution for teaching/Non teaching during past 5 years. Average 46% of teachers are attending Professional Development Programmes during last 5 years. The Faculty Performance appraisal is done every year for review of faculty performance & development. External & internal financial audits are conducted periodically and improvement strategies are developed based on the audit report. The Department Budgets are prepared and

consolidated to form Organization Budget and are discussed in Governing Council Meeting. The Institution has well established Internal Quality Assurance Cell (IQAC) on 14.12.2015 for accreditations and plays a major role in inculcating quality culture in the Institute IQAC conducts meetings to review, monitor and enhance the quality of Teaching-Learning Process of the organization. IQAC conducts Academic and Administrative Audits once in every year and based on observations recommendations are given.

Institutional Values and Best Practices

We promote and encourage gender equity in participation and decision making of all curricular and co-curricular activities.

Whether it is a Class Committee or Even organizing committee or Anti-Ragging Cell, in all the academic bodies, women are represented as equal as men.

Common rooms with facilities like incinerators are provided to girl students.

Their safety ensured through CCTVs and Round the clock availability of Human security guards.

Our campus is a lush green vibrant place. Hence, in order to keep its momentum, we are taking an extra bit of effort to maintain our campus as environment friendly and a sustainable one.

External agencies conduct an environmental audit and suggest us with suitable measures to keep our campus environment friendly. We have a functional biogas plant, which reduces our solid waste to a considerable extent. All street lamps of our campus are solar-powered. We replaced all the fluorescent lights and incandescent bulbs by LED bulbs, Which helps us to score good in energy audit and also we saved quite a bit of electricity bill.

Students are educated on how to identify and separate degradable and non-degradable waste. Accordingly, separate dust bins kept in various places of campus. Similarly, we also collect e-waste and dispose of them in government-designated centres.

Though we have an open and deep bore well, we collect water from all of our buildings and send it back to the ground through recharge pits. We are planning to construct a pond, inside our campus, to store excess rainwater.

Our students and staff pledged to reduce the CO₂ emission through the way of Restricted use of automobiles and advocated for the use of battery vehicles and bicycles inside the campus.

Even though no disabled students on our roll, we have disabled friendly structures like Ramp and toilets etc.,

Where ever possible, we advocate our students about our constitutional obligations. Whether it is a voter's day or National integration day, every student is entrusted with the importance of their duty as a responsible citizen.

We are following two best practices.

1. Teacher Teaches Teachers (TTT)
2. News Paper Reading Hour

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	M.A.M. SCHOOL OF ENGINEERING
Address	Trichy-Chennai Trunk Road Siruganur Tiruchirappalli
City	Tiruchirappalli
State	Tamil Nadu
Pin	621105
Website	www.mamse.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	P.ranjith Kumar	0431-2910219	7708000971	-	principal@mamse.in
IQAC / CIQA coordinator	P.lilly Florence	-	9751028553	-	naacmamse@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	20-08-2010

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Tamil Nadu	Anna University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	13-10-2015	View Document
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	07-07-2021	12	

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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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	Trichy-Chennai Trunk Road Siruganur Tiruchirappalli	Rural	11.87	23810

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Aeronautical Engineering	48	HSC	English	60	58
UG	BE,Computer Science And Engineering	48	HSC	English	60	57
UG	BE,Electronics And Communication Engineering	48	HSC	English	60	41
UG	BE,Mechatronics Engineering	48	HSC	English	60	26
UG	BE,Electrical And Electronics Engineering	48	HSC	English	60	30
UG	BE,Mechanical Engineering	48	HSC	English	120	32
PG	ME,Electrical And Electronics Engineering	24	UG	English	9	9
PG	ME,Mechanical Engineering	24	UG	English	9	2

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	11				16				76			
Recruited	7	4	0	11	11	5	0	16	45	31	0	76
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				28
Recruited	18	10	0	28
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				6
Recruited	6	0	0	6
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.	7	4	0	1	0	0	2	1	0	15
M.Phil.	0	0	0	2	0	0	2	9	0	13
PG	0	0	0	8	5	0	41	21	0	75
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
	1	0	0	0	1

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	207	0	0	0	207
	Female	37	0	0	0	37
	Others	0	0	0	0	0
PG	Male	9	0	0	0	9
	Female	2	0	0	0	2
	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	43	38	66	73
	Female	19	15	19	41
	Others	0	0	0	0
ST	Male	0	0	2	2
	Female	0	0	0	2
	Others	0	0	0	0
OBC	Male	109	79	56	66
	Female	16	19	6	12
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		187	151	149	196

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Our Institution is well prepared to teach multidisciplinary/interdisciplinary courses. Already in our present curriculum, we have some multidisciplinary courses such as Environmental Science, Professional Ethics, Engineering Economics, Indian Constitution etc., Our faculty members are collaborating in multidisciplinary research and published articles towards them, even applying for patents also. Since already, we are practicing a multidisciplinary approach toward curriculum delivery and research, we felt that we are in a comfortable position to carry forward the NEP's goal towards Multidisciplinary/Interdisciplinary education.
2. Academic bank of credits (ABC):	Our faculty members and students are educated on the concept of Academic Bank of Credits (ABC). To implement ABC, we have a software tool namely, VMedulife. Since we are an affiliating institution of Anna University, Chennai, Whenever they provide guidelines towards implementing ABC, we are in complete readiness to implement ABC immediately. Hence, we claim that, resource-wise and Knowledge-wise, we are in good shape to implement ABC.
3. Skill development:	Skill development is one of our major strengths. Over last 5 years, despite covid disruption, we conducted more than 50 Skill Development Programmes to our students in wide range of skills ranging from Technical Skills, Communication Skills, Personality Development, Mathematical Aptitude Skills etc., Through the promotion of these skills, already we are witnessing improvement in Campus Placement, Entrepreneurship and Research activities. Our Skill and Personality Development Program (SPDP) is funded by AICTE. Our skill development activities are recognized by the Ministry of Education, Govt. of India. They provided a Four-Star rating (Highest in our Zone) to us for promoting innovation, IPR, Entrepreneurship, and Startups through skill development programs. Hence, we proudly say that we are perfectly ready to implement NEP guidelines for skill development.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	We are offering 6 Under Graduate and 2 Post Graduate Programs. The medium of Instruction of all these programs is English. According to the last 5 years' data, more than 60% of our students studied in Tamil Medium in their school education. Considering

	<p>the fact, Our faculty members also teach in the Bilingual. For the promotion of Indian culture, we are organizing events and programs to commemorate and celebrate the Indian Cultural Festivals. Ancient Tamil Culture and tradition are promoted to the students through a dedicated unit called MAM Muthamil Kalai Mandram. Yoga is promoted among students through frequent training and facilities. We don't have any specific courses related to Any Indian Language and Culture in our curriculum. Hence, we are in a comfortable position to implement NEP guidelines for the integration of the Indian knowledge system.</p>
5. Focus on Outcome based education (OBE):	<p>We proudly say that already we are practicing Outcome-Based Education. Our affiliating university provides outcomes for each course and Programme. If we felt that the given outcomes are not sufficient to meet our goals, we are given full liberty to add as many outcomes and to modify the existing ones also. Each faculty member needs to map the Course outcome of every course with the Program outcomes. Our students are also aware of the outcome-based education approach. Hence we will effectively implement the NEP Guidelines toward OBE.</p>
6. Distance education/online education:	<p>At present we did not offer any distance education courses and online courses to the outside world. Most of our faculty members are certified by prominent agencies such as AICTE, NPTEL, ICT academy, TCS Ion Academy, etc. Hence, they are well up to date with the trends in technology and curriculum. Also, they have a good number of collaboration activities with many universities in Indian and Abroad. So, we have an Infrastructure, Well Qualified Teachers, and Facilities to conduct distance education courses and Online courses as per NEP Guidelines.</p>

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
283	300	302	307	308
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
8	8	7	7	7

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
623	640	715	706	633
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
306	306	306	306	306

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
166	167	163	120	147

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
103	97	97	105	119

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
103	97	97	105	119

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 25

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
227.94	282.73	248.18	207.04	182.85

4.3

Number of Computers

Response: 367

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The academic calendar for the commencement of classes and other academic activity is prepared based on the university academic schedule and assessment schedule, well in advance.

The subjects are assigned to the faculty members according to their expertise and willingness as per competency matrix.

The concerned faculty member will then prepare a detailed lesson plan for total hours prescribed and by choosing suitable mode of teaching, teaching aids and tools etc.,

The faculty course file contains the lesson plan, notes of lesson, log book which shows the syllabus coverage and performance of the students.

The effective delivery of curriculum is achieved by adopting various methods such as using chalk and board, power point presentation, digital library, NPTEL facilities, online resources such as Google meet app, Zoom app, Google classroom, Google forms, YouTube lecture videos etc and the websites which have been proved to be effective in teaching learning process.

The faculty content delivery and students assessment is being monitored through faculty log books by HOD and Principal.

The academic audit will be conducted by IQAC.

Through this audit, effectiveness of content delivery, transparency in internal assessment, student's feedback and several other factors will be monitored and ensured to meet our quality standards.

The student Feedback is collected through both online and offline modes.

In online mode, the feedback collected by licensed software namely PREZENTA or VMedulife.

In offline mode, the feedback is collected through Class Committee Meetings.

Based on the feedback, the necessary actions and corrective measures will be suggested and implemented by Head of the Department and Principal.

File Description	Document
Upload Additional information	View Document

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

Our Institution follows Anna University guidelines and their assessment schedule for the conduction of CIE. The assessment schedule along with calendar for other academic activities is given to students in the form of hand book.

This handbook contains information such as vision, mission, quality policy statements, Governing Council, various academic cells and committees to monitor the progress of the institution, information about the courses offered by the institutions, list of on roll faculty members & non teaching staffs, rules and regulations, library information, anti-ragging details and schedule for other co curricular activities etc.

Academic calendar is prepared well in advance before the commencement of the semester, which comprises of internal examination dates and associated co-curricular activities.

This document is vital as based on this document, the faculty members plan their course delivery and assessment.

An updated examination manual is available at the office of the controller of examination cell for general reference.

The periodical internal marks will be uploaded in Anna University online portal, which can be viewed by student through his /her login id and password. This system provides transparency in evaluation process.

Updates about examination process are communicated to students and faculty members regularly.

Due to COVID-19, the academic calender predominantly included the session details of online classes and the remaining usual offline activities like student events were not planned.

During this period, the end semester examinations (Academic Year 2020-21) for the students were conducted by Anna University, Chennai through online mode.

File Description	Document
Upload Additional information	View Document

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following

academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: C. Any 2 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 8

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

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 46

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2020-21	2019-20	2018-19	2017-18	2016-17
14	17	7	3	5

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Link for Additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 60.95

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

2020-21	2019-20	2018-19	2017-18	2016-17
489	716	304	223	255

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

1.3 Curriculum Enrichment

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

Response:

The institution provides a healthy environment to all our students. The cross cutting issues relevant to Gender, Environment and sustainability, Human Rights and Professional Ethics etc., make plenty of space when it comes to apply them positively into the curriculum.

Our curriculum provides courses related to these cross cutting issues.

Few of them are listed here,

- Environmental Science and Engineering
- Professional Ethics in Engineering
- Disaster Management

- **Human Rights**
- **Hospital Management**
- **Environment and Agriculture**
- **Air Pollution and Control Engineering**
- **Climate Change and its impact**
- **Environmental and Social Impact Assessment**
- **Waste Water Treatment**
- **Hospital Waste Management**

Apart from the University curriculum, we also facilitate a lot of events such as Guest Lectures, webinars, Rallies, Workshops etc., to address these issues. For instance, the events such as

- **Gender and Safety**
- **World Day on Fight Against Sexual Exploitation**
- **Women & Business etc.,**

are conducted by our Women empowerment cell and POSH Cell to address the Gender issues.

To promote environment and sustainability, we had a tie up with prominent NGOs like Youth ExNoRa International (YEI).

Some of the activities conducted through these kinds of partnerships are listed here.

- **Organic Farming**
- **Clean and Green Environment - Green Projects**
- **Chumma Pesuren**
- **Tree Plantation**
- **My Environ & Nature**
- **Bio Diversity in Mangrove Forests,etc**

Some other activities to address the Human Rights and Professional Ethics are also conducted and listed here.

- **Robotics in Defence**
- **Human Kind**
- **Ethical and Moral Values**
- **Universal Human Values and Ethics**
- **Disaster Risk Reduction Workshop and Simulation Exercise**

Students select elective courses such as Air Pollution Management, Municipal Solid Waste Management and Disaster Management.

Also our social responsibility activities to address the sustainability and human values are recognized by Ministry of Education, Government of India, through awarding fund through Unnat Bharat Abhiyan scheme.

- **Awareness Campaign on Election**
- **Awareness Campaign on Plastic usage**

- Awareness campaign on COVID-19

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

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 3.68

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
13	12	12	11	07

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document

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

Response: 56.5

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

Response: 352

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: A. All of the above

File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

- 1. Feedback collected, analysed and action taken and feedback available on website**
- 2. Feedback collected, analysed and action has been taken**
- 3. Feedback collected and analysed**
- 4. Feedback collected**
- 5. Feedback not collected**

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 43.93

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

2020-21	2019-20	2018-19	2017-18	2016-17
196	145	171	247	203

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
438	438	438	438	438

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

Response: 58.82

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

2020-21	2019-20	2018-19	2017-18	2016-17
190	141	151	233	185

File Description

Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

Our policy guidelines for advanced learners and slow learners are listed below.

Policy Guidelines for Advanced learners

- 1. To achieve the goals, constant motivations are provided for better career planning and growth to the advanced learners.**
- 2. Guiding them to make quality publications in reputed UGC care and Scopus indexed journals.**
- 3. Facilitating them to participate in other college technical and non-technical activities to develop analytical and problem solving abilities in them and thereby, to improve their presentation skills.**
- 4. They are given special appreciations at the end of the academic year for making their ideas become visible.**
- 5. They are made the supporters to the average and the slow learners.**

Policy Guidelines for Slow learners

- 1. The slow learners should be treated as any other student in the class but they can be provided remedial classes for improvement and achievement.**
- 2. Proper guidance and counseling by the department and individual teachers will be given to them.**
- 3. Bilingual explanation and discussions are imparted to the slow learners after the class hours for better understanding.**
- 4. Encouraging the group learning activities and practical will be useful to the slow learners.**
- 5. Provision of simple and easy notes and course material.**
- 6. Peer education strategy.**

The students can be assessed to identify their learning levels by different mechanisms. The college has a well-established counseling system/mentorship system in place. Students are assigned to, identified faculty who act as their mentors/counselors. They conduct regular meetings with their student mentees to monitor their academic progress. The assessment procedure can be a statistical process of making the three levels like Category A (High) [Advanced learners], Category B

(Average) and Category C (low) [Slow learners]. The Identification criteria for the above said categories of students are given in Table 2.1. Counselors keep a close eye on these students and keep their parents informed about their performance. The change of the students and the levels achievements can also be compared with the previous semester so that the advancements can be assessed and appropriate interventions can be made.

S.NO	Identification Criteria	Category
1.	Students scoring more than 50% of marks in Internal Assessment and all clears in University exam –Advanced learners	A
2.	Students scoring less than 50% of marks in Internal Assessment and upto 3 arrears in University exam – Slow learners	B
3.	Students scoring less than 50% of marks in Internal Assessment and more than 3 arrears in University exam - Slow learners	C

File Description	Document
Upload any additional information	View Document
Past link for additional Information	View Document

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

Response: 6.05

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

Student-centric strategies are supported by time-proven educational methods for excellent learning results. As a result, our institution emphasizes approaches that are extremely experiential, participatory and problem solving methodology as shown below.

Experiential Learning

It's a type of learning in which students will learn in their doing and reflect on what they have learned. It includes opportunities for students to engage them academically. As per University regulations practical classes are conducted regularly. Beyond the curriculum, some of the experiential learning is in practice as given below.

- **Internships**
- **Industrial Visit**
- **Workshops**

Participative Learning

The "participative learning" engage the students to participate as fully as possible in the learning process. And also will assist the students to achieve their desired goal and outcome by various participations. Some of the participative learning is listed below

- **Seminar Presentation**
- **Quiz Participation**
- **Symposium in and other colleges**
- **Students Innovation**
- **SIH Participation**

Problem Solving Methodology

This methodology aims to develop the knowledge of the student in defining the problem statement. It also determines the cause of the problem, identify, prioritize and selecting alternatives for the cause of the problem. The methodology used in our institution is

- **Project**
- **Case Study**
- **Tutorials.**

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

College uses Information and Communication Technology (ICT) in education to support, enhance, and optimize the delivery of education. Traditional teaching-learning methods are supplemented with ICT resources, and the institute is keen to provide novel approaches for enhancing the learning experience. In MAMSE, the classrooms and labs are ICT enabled with projectors installed and the campus is enabled with high speed wifi connection. Regular practical sessions, access to the Digital Library, Online Courses (NPTEL, etc.), online journals, online tests, use of LCD projectors for seminars and workshops, productive use of educational videos, and accessibility of non-print material for students of various disciplines are all part of the ICT enabled Teaching-Learning Process. The facility for communication skills training is equipped with ICT tools to help students for improve their listening, speaking, reading, and writing abilities. In addition to chalk and talk method of teaching, the faculty members are using the IT enabled learning tools such as PPT, ZOOM, Google meet, Google classroom, Whatsapp and virtual labs.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

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

Response: 10:1

2.3.3.1 Number of mentors

Response: 60

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

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

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 10.35

2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
15	9	12	11	6

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

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

Response: 2.75

2.4.3.1 Total experience of full-time teachers

Response: 283

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

The college examination cell conducts Continuous Internal Assessment (CIA) and University Examinations as per the guidelines of the University.

In order to ensure transparency in assessment, CIA is given in Academic calendar which is displayed well in advance before commencement of session.

The subject handling faculty prepares question bank with PART-A and PART-B to the students in advance for CIA -I and CIA -II and MODEL exam.

The question papers are verified by the subject experts and HOD to strengthen the quality of question paper.

To avoid the malpractice and observation, squad teams are assigned from our institution to monitor the internal assessment.

The evaluated answer papers are distributed to the students within two days after the exam and the answers are discussed. Special coaching classes are conducted for students who fail to secure the minimum percentage of marks.

Retests are conducted for the failed students after working hours.

All the test marks are entered into the university web portal as scheduled by the assessment period and it will also be viewed by the students using their login id and password.

All the CIA marks are displayed in the department notice board and are informed to parents through postal communication. The institution continuously reviews the evaluation process done internally and necessary changes as and when required are implemented.

There are three tests which form part of internal evaluation for every subject. The institute encourages the faculty to experiment with various evaluation techniques to test learning of students. For assessment of project, faculty coordinator prepares a schedule of presentation of students in slots in consultation with the HOD and Principal and is communicated to students. Students present their work or report to the coordinator via PPT mode and evaluated on the basis of various parameter set by respective coordinator. For assessment of laboratory course an internal practical viva conducted by respective faculty member at the end of course. In addition to the above, regular assignments and seminar presentation are also part of the evaluation process. In this way mechanism

of internal assessment is transparent and robust.

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

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

The college has a well organized mechanism for redressal of examination related grievances. The student can approach the faculty, College Examination Cell incharge and Principal to redress the examination related grievance as per the requirement and jurisdiction of the grievance.

All the students are clearly informed about the evaluation procedure, weightage of internal and external marks allotment as per their regulation provided by the university. Three class committee meetings will be held on a regular basis.

Through these meetings, the grievances related to all academic activities, including the examination will be received. And the suitable remedial actions are promptly made based on these reports. For Internal examination, the solution of the CIA and model will be discussed by the faculty while distributing the answer scripts to the students. If the evaluation was not satisfied, the subject handling faculty undertakes individual grievance with the student.

Though the dissatisfaction persists, students will be addressed their grievance to the HOD and Principal. A suitable remedial action will be taken in regards with the grievance. Students were informed about the university revaluation and review procedure and last date for paying fee in advance. Those who were not satisfied with their marks at the University examinations can apply for Revaluation and they can obtain photocopy of the answer sheets from university.

Similarly, the students who were not satisfied with the revaluation can also apply for review through the college examination cell to the university. And also grievances related to dispute in web portal entry, name correction in the certificates are followed by the institution exam cell.

Thus the entire mechanism to deal with examination related grievances is time bound as per University rule and regulations.

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

2.6 Student Performance and Learning Outcomes

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

Response:

The institute is affiliated with Anna University in Chennai, and its course outcomes are properly defined. The institution's vision and mission focus fostering value education through motivated, well-trained faculty in order to prepare students to face globalization's problems.

Programme Outcomes (POs)

Programme outcomes are short statements that define what students should know and be able to achieve after they graduate. These refer to the skills, knowledge, and behaviour that students gain as a result of their participation in the programme. The NBA's programme outcomes for programme accreditation are based on starting capabilities, competence, skills, and other factors. Graduate Attributes are a set of factors that differ from discipline to discipline and level to level.

Programme Specific Outcomes (PSO)

Students should be able to perform PSOs by the time they graduate. The PSOs are unique to each programme. PSOs are written by the program's offering department. In most departments, there are two to four PSOs.

Course Outcomes(CO)

Course outcomes are more specific statements that define what students should know and be able to do at the conclusion of each course/subject. While the POs are responsible for defining departmental outputs, the COs are primarily concerned with the subjects.

The topic handling faculty, along with the department heads and subject experts, frames the course outcomes. Course committee meetings are held on a regular basis, and the institute supports faculty members in achieving these goals through appropriate support systems. This makes it easier to comprehend the course's consequences.

As a result, the course outcomes are directly and quantitatively analysed, and they are linked to the program's overall outcomes as well as program-specific outcomes. The programme results are mapped to each course's course outcomes, with a level of emphasis of strongly correlated (3), moderately correlated (2), and lightly correlated (1).

The College has clearly stated learning outcomes of the Programs and Courses offering in the institution and the following mechanism is followed to communicate the learning outcomes to the teachers and students.

- **Hard Copy of the Syllabi and course outcome is available in the college/departments for ready reference to the students and Faculty.**
- **The course outcomes are communicated by individual faculty to the students in classrooms, displayed in lesson plan, log book and course file.**
- **The PO, PSO and CO's are incorporated and the Soft Copy of Curriculum and Learning Outcomes of Programs and Courses are also uploaded to the Institution website which can be accessed by all the stakeholders namely Faculty, Students, Industry and Alumni.**

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Past link for Additional information	View Document

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

Response:

The following tools and measures are used for Course Outcome (COs), Program Outcome (POs) and Program Specific Outcome (PSOs) are mentioned below.

Attainment of Course Outcome

The following attributes used for assessing Theory Internal examination are Continuous Internal Assessment -1(CIA-1), Continuous Internal Assessment-2 (CIA-2), Model and Assignment (AS). Whereas the no of experiments conducted for practicals and no of reviews attributes are used for assessing the practical attainment. For assessing the University examination, University Mark alone is used. This attributes is to ensure that students have achieved desired level of competencies at module level. The performance of the student in answering each question, mapping is carried out with the respective COs for assessing the attainment level of the specific CO of the subject and evaluate, whether corresponding COs are achieved or not.

Average attainment in direct method for COs is obtained through University Examination (80%) + internal assessment (20%). Indirect assessment for COs strategies are implemented by embedding them in Course End Survey.

Attainment of Programme Outcome

The program outcomes and Program Specific outcomes are assessed with the help of course outcomes of the relevant courses through direct and indirect methods. Direct method in attainment is calculated with the average attainment of POs and PSOs with the no of courses mapped with the outcomes. Average attainment in indirect method is done with the Average of (Alumni survey + Exit survey). The following function is used to calculate the average attainment of each PO.

PO /PSO Attainment (%) = (weightage: 80%) x (Average attainment in direct method) + (weightage: 20%) x (Average attainment in indirect method)

File Description	Document
Upload any additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 39.07

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

2020-21	2019-20	2018-19	2017-18	2016-17
105	17	43	50	81

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

2020-21	2019-20	2018-19	2017-18	2016-17
166	167	171	120	147

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.67

File Description	Document
Upload database of all currently enrolled students (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, Chairs in the institution during the last five years (INR in Lakhs)

Response: 3.75

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

2020-21	2019-20	2018-19	2017-18	2016-17
3.12	0.075	0.35	0.2	0

File Description

Document

List of endowments / projects with details of grants

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 1.94

3.1.2.1 Number of teachers recognized as research guides

Response: 2

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 24.32

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	1	3	2	0

3.1.3.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
8	8	7	7	7

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

We have made our institution a hub for entrepreneurship, intellectual property rights and startups in order to empower faculty and students in these areas. As part of this, the incubation center facilitates Entrepreneurs, industry representatives, social activists and academicians to share their knowledge by participating in seminars, webinars, and workshops. We had been empowered to start our business activities by utilizing these existing facilities and using the knowledge that our faculty and students had obtained.

Entrepreneur Development Centre (EDC):

Entrepreneur Development Centre (EDC) conducts various activities for nurturing entrepreneurship thrust among the students. The main topics which were discussed with our students are life history of successful Entrepreneurs, different stages of innovation and startups, creative and critical thinking, ideas and difficulties of startups and difficulties faced by the successful Entrepreneurs. EDC additionally helps the students by many events like seminars, workshops, national conferences, entrepreneurial awareness programs, inter/intra competitions by enriching innovative concepts. EDC instills the culture of social problems identification, entrepreneurship qualities, artistic concepts, business ways, science and technological development and support to society on Nation building.

Institution's Innovation Council (IIC):

MHRD constantly supports HEI to establish IIC for the promotion of entrepreneurship, startup and IPR activities. The primary mandate of IIC establishment among HEI is to encourage, inspire and nurture young students. IIC Council association has been established and formulated in the academic year 2020-21 in our institution. Several webinars, seminars, motivational and panel sessions were conducted for the awareness to the students and faculty. IIC Council being focused on the innovation ideas from the students & faculty and working on to convert it into prototypes. MHRD had awarded a 4-star ranking to our institution for the excellence of activities organized and active participations in all the competitions.

Intellectual Property Rights (IPR):

Intellectual property plays an important role in providing a competitive edge to any Institution. It is more valuable to have tangible assets where our college is committed to promoting, protecting, managing, and commercializing IPR such as Patents, Copyrights, Trademarks, etc. The IPR cell fosters the development of intellectual property in the academic community. Students and faculty are actively involved in filing IPRs in different disciplines within Engineering & Technology.

File Description	Document
Upload any additional information	View Document

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

Response: 49

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

2020-21	2019-20	2018-19	2017-18	2016-17
33	2	4	3	7

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

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 2

3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Response: 6

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

Response: 3

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document

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

Response: 0.81

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

2020-21	2019-20	2018-19	2017-18	2016-17
38	10	4	16	16

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

3.3.3 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: 0.04

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

2020-21	2019-20	2018-19	2017-18	2016-17
01	03	0	0	0

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

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Throughout the years, the college has consistently interacted with society, especially to make people aware of how scientific knowledge can be used to solve social problems. The extension is one among them, where it is important for enhancing the reputation and public perception of a profession, as well as for the general welfare of society. It not only provides the solutions to the problems but it finds the area where the society can review the need of improvement and how the issues can be ruled out from the society.

Extension activities links the resources, opportunities with the needy people and the servicing sector for mutual fulfillment. The objectives of this programmes are to create awareness in the community about the issues faced by the people such as gender discrimination, social issues, fire safety and providing the solutions to the problems like offering learning courses, making Entrepreneurs, financial stability in the families and so on.

These extensive activities are performed not only by the group of people but also by club and association internally and externally. Unnat Bharath Abihyan (UBA), Youth Red Cross (YRC), Rotract Club, Students ExNoRa and other clubs of M.A.M. School of Engineering along with the external social associations like Moral Resource and Research Foundation, Thanner Amaipu, Youth ExNoRa International, Trichy etc.

Through these associations, our institution provides several extension activities such as palm tree cultivation, lake excavation, eye screening camps, blood donation camps, yoga and other martial art training etc, for the betterment of our neighboring society.

In order to create an awareness to the society, many campaigns were conducted such as election campaign, campaign against plastic usage, anti-drug abuse, sexual exploitation and so on. organic farming, plantation in and around the campus, waste water management, kalam gardening were implemented to create an awareness to the students and the society. Issues of nearby villages were surveyed and the problems were identified.

Faculty with experts visited the village and found the solutions for those problems such as sewage treatment plant, bio mass gas plant. The initial work has been started implementing in those villages. Disaster risk management, Yoga programs were conducted for the students to create awareness. Faculties of our college were given awareness to the school students regarding the advantages and disadvantages of new educational policy 2020. Independence day, Republic Day, World

Environment Day, Women's day, World Energy Conservation Day, National Science Day and other important days were celebrated and the importance of those days were explained to the student.

National level events like Ideathan, and Environthan were conducted for the school as well as college students to create the awareness in the form of events such as drawing, slogan writing, paper presentation. Covid -19 awareness were given to students and the nearby village people

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

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

Response: 10

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	3	1	1	0

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

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

Response: 61

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

2020-21	2019-20	2018-19	2017-18	2016-17
23	21	7	8	2

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

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 100

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
623	640	715	706	633

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

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 402

3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
137	154	60	17	34

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 14

3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4	8	2	0	0

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Introduction: Our institution has ample facilities for teaching and learning. By improving the infrastructure, our teaching - learning process can be made at par with global standards. Our Institute covers an area of 11.87 acres with 23810 square meters of build up space.

We have six Departments namely, Computer Science and Engineering, Mechanical engineering, Aeronautical Engineering, Electrical and Electronics Engineering, Electronics and Communication Engineering and Mechatronics Engineering.

They are fully equipped with the necessary classrooms, seminar halls, tutorial rooms and laboratories.

In addition to this conventional infrastructure, our institution also has space for Research activities, Industrial Collaboration Units, Common Computational Facilities etc.

Classrooms: Each classroom has recommended size and adequate lighting, ventilation and a pleasant ambiance. Each classroom is equipped with LCD projectors with wifi Internet connection to support ICT enabled teaching. In addition, we also have a dedicated Smart Classroom for an interactive learning experience.

Laboratories / Workshops :

Our institution has 46 well equipped laboratories, a lab with a central computing facility and an exclusive workshop. All the laboratories have been constructed with necessary safety measures. Our laboratories also have state of the art equipment to facilitate student projects and research works. Safety precautionary instructions and list of experiments are also displayed in each laboratory.

Tutorial rooms:

The institute has 6 tutorial rooms accessible for conducting tutorial lessons to enhance students' theoretical knowledge and problem solving skills.

Seminar Hall & Smart Class Room :

The Institute has one air conditioned seminar hall with a public address system and ICT facility. It accommodates around 350 people. This hall is immensely helpful to host inter departmental activities, state, national and international level events.

The Institute also has a smart classroom, which is beneficial for conducting small group interdepartmental activities like Research orientation, Startup Idea exchange, IPR assistance

meetings, debates and training programs like Faculty development programs, TTT etc..

Computing Facilities:

The institute has adequate computing facilities with a total of 367 computers available to staff and students. All computers have 50 to 150 Mbps high-speed internet connection. Most of the computers are equipped with fifth generation processors having 8gb RAM.

Exam Control Office:

In addition to the above facilities, the institute has an exam control office to conduct internal and Anna University Examinations.

Training & placement Cell:

A dedicated Training and Placement cell / Career Development cell with standalone team is functioning at our Institution in order to develop the students' skills and get the job opportunities.

First Aid Room & Sick room:

For student support mechanisms, the institute also has a First Aid Room & Sickroom to give first aid and take care of the needy person at the time of emergency.

Our institution has a medical center with full-time nurses and part-time doctor.

File Description	Document
Upload any additional information	View Document

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

Response:

Our college has a well maintained and aesthetic campus with area of 24,700 Sq.m. Our administration is committed to our students' holistic development. Students are encouraged to participate in sports, co curricular and extracurricular activities.

Cultural Activities:

Our Institution has facilities such as Indoor auditorium, open air auditorium and seminar hall to conduct cultural events to inculcate the creativity, diversity and artistic quality among the students as the part of society's development. Students are strongly encouraged to participate in the cultural activities such as Technical Fests, Fresher's Day, Annual Sports Day, Annual Day, Farewell, and so on, to showcase their cultural talents. Students are also sent to other colleges for intercollegiate competitions such as dances, skits, and mimicry, etc

Sports & Games:

In Our Institution, we have sports facilities such as indoor stadium, outdoor stadium, athletic tracks and play grounds to engage the students in physical exercise and mental sharpness, to participate in sports competitions and or conduct sporting events. Students practice and play indoor sports such as table tennis, chess, caroms, etc and outdoor games such as tennis, badminton, volleyball, throw ball, cricket, football, kabaddi, hand ball, kho-kho, etc.

Gymnasium:

Open Gymnasium and mechanized Gym are situated at our College with ultimate goal of improving students & faculty's health and physical fitness.

Yoga Centre:

We also have a Yoga Classroom where students and professors can meditate and practice yoga. This yoga practice includes the physical, mental and spiritual practices to control yoke and mind which improves the calmness, discipline and concentration among the students and faculties.

File Description	Document
Upload any additional information	View Document

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 25

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 13

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five

years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
84.33	13.81	7.766	1.915	34.89

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

In our Institution, we have a Central Library with a spacious reading hall holding a seating capacity of 150 students. All the library activities are semi-automated by the SafeLib software and Vmedulife software. The Library is immensely useful for faculty members, students and supporting staff of the college. The number of books issued will be varying according to the membership category. The library has a rich pool of text (19053 nos.) and reference (447nos.) books, periodicals, journals, project reports etc., and also CD / online learning materials. Books on almost all subjects according to the academic curriculum are available in the library. Every book has an accession number and barcode. The management gives the highest priority to its development and resource expansion. The major resources and services for our library are Reference Services, Digital Library with multimedia facilities, NPTEL (National Programme on Technology Enhanced Learning) facility, News Paper Clipping Services, Internet, E-Books, E-journals & Educational oriented videos, downloadable facility for previous year question papers, Standard Classification & Cataloguing of books and non-books and back volumes of Journals and Magazine. Our Institutional Memberships has DELNET, Saftech and we have registered for E-Shodh sindhu Membership. In addition to this, we have a Book Bank with more than 7000 books to cater the needs of economically backward students.

Digital Library:

Our institution library has 17 computer systems. Among that 15 computers are provided for digital section which is connected to high speed of 150 Mbps internet connection to access various on line e-journals, e-books, thesis, NPTEL videos etc.

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

4.2.2 The institution has subscription for the following e-resources

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

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

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

Response: 5.44

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

2020-21	2019-20	2018-19	2017-18	2016-17
4.26	9.01	4.83	8.85	0.27

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e-journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**Response:** 0.14**4.2.4.1 Number of teachers and students using library per day over last one year****Response:** 1**File Description****Document**

Details of library usage by teachers and students

[View Document](#)**4.3 IT Infrastructure****4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:****IT Facilities:****Introduction:**

Our Institute has a well equipped system for providing IT facilities. The IT infrastructure of the institute is maintained by trained and experienced professionals. It has been the epicenter of all networks and application needs of the institution since its inception and efficiently manages the core IT infrastructure.

Internet Facility:

Wi-Fi connectivity is provided in the administrative, academic and both boy's and girls' hostel areas through wi-fi hotspots to enhance the teaching-learning process and skills. In 2016-17 we had a 20 Mbps Internet Connection. It is gradually upgraded to reach the present level of 150 Mbps speed.

Computers:

The institution updates and upgrades the computer facilities as per the requirement and intake of the students periodically. The Institution had 300 computers during the academic years 2016 - 2017 & 2017- 2018. Then few old computers are replaced and the number of computers were increased to 322 in the year 2018 – 2019. Major upgrading happening in 2020, through which processors were upgraded to next generation and size of RAM also considerably increased, New Servers were added. So, our institution keeps on upgrading our IT infrastructure to meet the challenges that arise from technological improvements.

Software:

We have 33 open-source software, 3 licensed system software, 30 licensed application software, 2 servers, and 24 printers also made to keep the computer lab running smoothly.

File Description	Document
Upload any additional information	View Document

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

Response: 2:1

File Description	Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

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

4.4 Maintenance of Campus Infrastructure

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

Response: 17.36

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)

2020-21	2019-20	2018-19	2017-18	2016-17
64.29	52.94	31.16	25.1	27.82

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

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

Response:

The Institute ensures optimal allocation and utilization of the available financial recourses for maintenance and upkeep of different facilities by holding regular meetings of various committees.

Laboratory maintenance:

Regular maintenance of machines and equipments make fit to operate at every working condition in all the laboratories. Maintenance is carried out periodically and breakdown maintenance are attended to and rectified by the service provider according to the nature of the item. The maintenance crew of our institution attends the minor works either it may be an electrical, electronic or mechanical problem. The system side discrepancies are attended to and rectified by the system administrator of our institution. Daily maintenance activities like cleaning, lubrication, test runs etc. are carried out regularly by the lab assistants allotted for that particular lab. Damages formed in walls, floor tiles, and water lines are handled by the maintenance team. Calibration of equipment is done every academic year.

Library maintenance:

Day-to-day activities of the library are maintained by the librarian and monitored by the Library Committee. with the help of Safelib, software books access control, inventory maintenance, circulation tracking are accomplished.

At least once in a year all the bookshelves and furniture will be fully sanitized, to prevent damage of books caused by pests, termites, etc.

At the end of the Academic year, stock verification is done by the team appointed by the IQAC.

Sports & Ground maintenance:

The Physical Director has the sole responsibility for maintaining sports infrastructure. The sports equipment is regularly replaced whenever it deems necessary.

The ground and athletic track are regularly maintained by proper ground leveling techniques, drainage mechanisms etc.

Boys and girls hostels are provided with well-equipped gymnasiums and maintained periodically.

Computers maintenance:

All the departments have computing laboratories provided with computers, printers, related license software, and internet connectivity. Hardware and software are periodically updated. Network-related issues are carried out by the system administrator. Regular monthly check-up of all the computers to know the software and hardware conditions is done periodically. Any failure due to SMPS or boot loop is submitted to the system administrator through the complaint register.

Classroom maintenance:

Every semester, before the beginning of regular classes, all the classrooms are checked for physical and electrical damages. Based on these instructions the necessary activities will be carried out.

Also, The Classroom furniture and ICT support facilities will be regularly checked and maintained.

Housekeeping maintenance:

Regular cleaning of classrooms, staff rooms, seminar halls, auditoriums, and libraries is taken care of by sweepers of our college through which the cleanliness and hygiene of the campus are maintained. Periodical cleaning of toilets for both genders is taken care of by a separate team.

Building maintenance:

The building and physical infrastructure are inspected periodically and maintenance is carried out as and when required. Maintenance works include plastering of walls, brickwork, leakages/seepages in the building, replacing broken tiles, damages in the fittings of windows and doors, window glass, partition (granite/marble) stones in the lavatories, leakages in water line pipe fittings, valves and water tank cleaning. Rodents and termites control is maintained throughout the buildings of all the blocks.

Electrical maintenance:

The in-house maintenance team of the college ensures the proper working of all electrical fittings, maintenance of generators, UPS Batteries, Inverters, Public addressing systems and other appliances inside the campus.

Transport maintenance:

Duty of drivers and scheduling of buses is carried out by the Transport coordinator. A separate workshop is available to carry out the minor repairs inside the college campus itself. Students and faculty utilize the bus facilities inappropriate with the transport policy of the institute.

Garden maintenance: The trees planted throughout the campus are well irrigated through piping and sprinkler system. Trimming of grasses, removal of weeds, pest control, and fertilizing are the regular works accomplished by the gardener to keep it green and clean.

RO Water Plant maintenance:

All the blocks and hostels are provided with an RO water facility. RO Consumables, membranes and filters, toric joint, and antiscalant chemicals are recharged by the civil management team. Cleaning of the tank is done once in three months to prevent fouling smell and deterioration in the taste of the RO water.

Air-conditioners and water coolers maintenance:

Regular maintenance is carried out for all the air-conditioners and water coolers available in our institution. Filters in the air conditioners and the tanks of the water coolers are cleaned every month.

CCTV surveillance & Security system:

CCTV cameras and associated peripherals such as storage units, internet access points etc.. will be regularly maintained. To secure the entire campus we have deployed security personnel. They are available for 24/7.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 84.14

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

2020-21	2019-20	2018-19	2017-18	2016-17
556	561	570	497	593

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	View Document
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	View Document

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

Response: 23.49

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

2020-21	2019-20	2018-19	2017-18	2016-17
314	192	123	80	54

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template)	View Document

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 23.99

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

2020-21	2019-20	2018-19	2017-18	2016-17
33	520	155	27	50

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

5.1.5 The Institution has a transparent mechanism for timely 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
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 76.14

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

2020-21	2019-20	2018-19	2017-18	2016-17
157	167	128	72	70

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 1.81

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 3

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

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

Response: 20

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	1	0	0

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	1	0	0

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document
Any additional information	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be

counted as one) during the last five years.

Response: 35

5.3.1.1 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) year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
0	10	8	12	5

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

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

1. Student's Association:- Each department has a Student's Association for which office bearers are selected among the student representatives of the classes. There are President, Vice president, Secretary, and Joint Secretary as office bearers from the final year, third year, second ,year and first year respectively. It is the responsibility of these office bearers to arrange various programmes in academic or cultural arena so that their organizational skills and leadership qualities are developed. Even if the events are sponsored by the funding agencies, the management supports the events with partial funding.

2. Anti-Ragging Committee:- Ragging is a damaging form of interaction of the seniors in college or school with the juniors, newcomers, or first years. Students being ragged send emails at antiragging@mamse.in to register their complaint, which can be registered without disclosing the name(s) of the victim.

3. Library Committee:- For the efficient usage of the facilities in the Library, a Library committee has been constituted consisting of the Heads of the Departments, Senior members of the faculty from all the departments. The purchase of books before the start of the semester, and regular updating of journals and magazines are being monitored. Usage of libraries is continuously encouraged among the faculty and students.

4. Women Empowerment Cell:- This cell mainly focuses on empowering the women employees, and female students in different verticals. This cell functions to improve the livelihood, behavior, and career growth of all. In this context, several programs are conducted at regular intervals and experts from the industries and women achievers are invited as resource persons.

5. Grievance and redressal cell:- The committee was constituted to redress the grievances and to create a well-disciplined and harmonious environment among the students. Students may register their complaints in the cell regarding curricular, co-curricular, extra-curricular, health services, hostel, library, and its services etc. Apart from this, any part of dissatisfaction of students can be informed to this cell. The committee is empowered with both academic and nonacademic activities. The students are fully free to submit their grievances regarding academic or personal matters. Grievance Redressal cell meeting is held at the beginning of the every academic year and based on grievances received. Students are asked to drop their suggestions in the suggestion box provided on our campus or sending through email to gcell@mamse.in

6. Class Committee cell:- Class committee meetings are held thrice a semester to know the progress of the academic and general progress of the students. Student Representatives from the class, Faculty members who are handling subjects in that class, and one senior faculty member from another department constitute the class committee cell. After every cycle test, the committee meets and the practices are discussed. If there any general or specific grievances are registered in the meeting, they are brought to the notice of the higher authorities for rectification.

File Description	Document
Upload any additional information	View Document

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

Response: 34

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
26	40	41	41	22

File Description	Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	View Document

5.4 Alumni Engagement

<p>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</p> <p>Response:</p> <p>The institution has an alumni Association which meets once a year. In the meeting, the alumni from different branches of the undergraduate/post graduate programs share their views and give suggestions based on current trends and industry practices for the betterment of their junior students. After discussion, the members of the association give suggestions for taking up any other activities for the benefit of the students. Such meetings are mutually beneficial for the Institution and the alumni.</p> <p>Alumni are invited to an institution to deliver guest lectures and seminars to the students in their areas of expertise and motivate the young minds. Successful entrepreneurs from the alumni have shared their success stories and experience. Also, they have shared their memories of their studies at the institute. The alumni also help the final year students of the various streams of engineering to get their projects, summer internships, and placements in their companies and assist the students for placement through their inputs.</p> <p>As part of financial help, the alumni contribute to the poor students in their hostel fees who have come from remote villages.</p>	
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File Description	Document
Upload any additional information	View Document

<p>5.4.2 Alumni contribution during the last five years (INR in lakhs)</p> <p>Response: D. 1 Lakhs - 3 Lakhs</p>					
<table border="1"> <thead> <tr> <th>File Description</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>Upload any additional information</td> <td>View Document</td> </tr> </tbody> </table>		File Description	Document	Upload any additional information	View Document
File Description	Document				
Upload any additional information	View Document				

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

Vision

To deliver the highest quality engineering education, create cutting edge research and innovative technology for the benefit of the society locally and globally.

Mission

To be recognized as a leader in engineering education, research and application of technology to benefit society.

Nature of Governance:

MAMSE was established on July 2010 by Maluk Educational Health and Charitable Trust with an objective of imparting quality Engineering education and developing the required ethical values and personal traits, thereby molding the young students into dynamic and talented engineers. In a lush green campus, the Institution environment promote academic excellence and holistic growth. Our institution constantly endeavors excellence in technical education through sound pedagogical methods, state of the art facilities and well qualified faculty to produce top-notch professionals and successful entrepreneurs with enduring human and ethical values by inculcating leadership qualities, social responsibilities, innovation and creativity among student community. The institute is governed by the Governing Council consisting of advocate, DGP, auditor, eminent academic, research and industry experts. Governing Council is convened once a year to review the progress of the institute.

Perspective Plan:

The perspective plan of the institute is to modernize existing infrastructure facility, development of industry powered laboratories and to achieve academic excellence. The management of the institute is assisted by Principal, Heads of the Departments, Academic Coordinators, faculty and staff members to enhance the quality of the academics, research activities, innovation, startups, entrepreneurship and infrastructure. The Principal takes decisions in the academic frontiers in tune with the vision and mission of the institute as well as the regulations of the Anna University, Chennai.

Participation of the Teachers in Decision Making:

The Principal, HoDs, Academic Coordinators, Physical Director and coordinators of various committees meet before the commencement of the academic year to prepare the academic calendar. HoDs after discussions with Regular meeting is conducted every fortnight by Principal with the HoDs to review the progress of the students, faculty, activities and assess the needs of the programs

like lab equipment, calibration, consumables etc., The Principal conducts meetings periodically with the faculty, coordinators of various committees, students and parents. HoDs conduct meetings with faculty and students regularly to monitor students' progress and other department activities. Inputs received from meetings with students, faculty and HoD, play a pivotal role in the development of the institution. The suggestions are discussed and analyzed for implementation during the HoDs meetings with Principal. The valid points are escalated to the top management during the Principal's meetings with the management.

The establishment of our organizational structure ensures smooth flow of official communication across all levels and effective implementation of new ventures. Organizational changes are made not only based on needs but also in view of excellence. The Management, Governing council and Principal collectively takes necessary steps to accomplish the Vision and Mission of the institution, IQAC has developed to ensure quality benchmarks of academic and administrative activities for continuous improvement and students' satisfaction.

File Description	Document
Upload any additional information	View Document

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

Response:

Response:

In our institution, we have an efficient decentralized administration with transparency. The college has a solid mechanism for delegating authority at all levels of the institutional hierarchy. This empowers every individual of our institution to participate in the decision making process at their respective levels. The college functions under the guidance of Governing Council and by following the rules and regulations of statutory bodies.

Decentralization in working:

All the Departments, Administrative office, Examination section, Library are functioning under the direct supervision of Principal.

Day-to-day academic activities of the departments are taken care by the respective HoDs.

Subject allocation is done by the HoDs based on the subject expertise and willingness of the faculty.

The time table is prepared by the time table coordinators of the respective departments. HoDs meetings are conducted by the Principal periodically to discuss the progress and issues which is disseminated to individual faculty for information and implementation. HoDs share the responsibility with senior faculty members to coordinate various academic activities and student enrichment courses. Co-Curricular, extra-curricular activities internships and field projects are

delegated to the faculty members and student representatives. The office maintains the administrative and academic records of the students, faculty, staff and institution. The office manager and staff assist students to receive scholarships, bank loans, bus passes, etc. Campus maintenance, physical, academic and support facilities are delegated to the office superintendent. The administration constitutes different council/committees/cells/clubs with the representation of faculty members and students to carry out various activities.

Participative management can be witnessed in our organization through participation of students, alumni, parents, teachers and administrators in several council/committees/cells listed below

- **Governing Council**
 - **IQAC CELL**
- **Students Association**
- **Exam Cell**
 - **Anti-Ragging Committee**
 - **POSH Cell**
 - **Grievance Redressal Cell**
 - **Library Committee**
- **Career Development and Placement Cell Committee**

The case study for organizing an event/ execution of scheduled event:

- **Principal convenes a meeting with concern Club/committee coordinator/convener and discuss about an event which is to be organized.**

Club/committee coordinator/convener convenes meeting with program coordinator, office bearers and volunteers and delegates the work to the students.

- **Students participate actively and organize the event starting from preparing broucher till the report preparation.**
- **The faculty motivates and mentors the students for the successful completion of the event.**
- **At the end, the report will be checked by the program coordinator and approved by the Program coordinator, HoD & Principa**

Execution of scheduled event – World Earth Day

Principal

Students' ExNoRa Staff Advisors / Program coordinator

Office Bearers & Volunteers : organizes event

Report Preparation by Student

Report checking by Program coordinator

Approval by all the Program coordinator, HoD & Principal

File Description	Document
Upload any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Institution prepares strategic plan to achieve short and long term goals. Usually these goals are set in accordance with vision, mission, strength and weakness of our organisation . At the same time we will also keep in mind of students quality, requirements of local community and requirement of industries, while preparing the strategic plan.

Our short term and long term goals are summarized below

1. **A few departments to have P.G programs**
2. **To attain NAAC accreditation with A++ Grade**
3. **To prepare our institution to apply for Accreditation NBA.**
4. **To have more interactions with the industries.**
5. **To encourage all the faculty members to pursue Ph.D., programme.**
6. **To obtain a recognized research centres in all the departments.**
7. **To improve our Institution as Green Environment campus.**

8. To receive more funds & Grants from Government and Non-Government organizations.

9. To promote Innovation thrust and attitude among students and faculty members

Here we wish to elaborate our strategic plan towards promotion of innovation, through a detailed implantation process.

In order to boost innovation aptitude among students and faculty members, we have planned to develop a dedicated academic body for innovation in 2020.

- MAMSE has established Institution Innovation Council(IIC) as per the norms of Innovation Cell, Ministry of Education, Govt. of India during IIC Calendar year 2020-21
- Objectives of IIC is to foster the 'Culture of Innovation' in the Institute, to promote innovative business ideas, to orient the students about entrepreneurship and assist them to initiate a start-up, to conduct activities as per the IIC calendar, to participate in Heckathons and other events organized by Apex authorities.
- As a result of the programmes organized through Institution Innovation Council(IIC),
 - awareness of innovation among faculty members and students is much improved.
 - Lot of patents were filed by our faculty and few were sanctioned.
 - Students participation towards innovation based competitions such as hackathons increased.
- Institution's Innovation Council (IIC) established at MAMSE had undertaken various activities prescribed by Innovation Cell, Ministry of Education, Govt. of India to promote Innovation and Start-up in campus during the IIC calendar year 2020-21 and got 4 star rating as the fruit of success

File Description	Document
Upload any additional information	View Document

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

Response:

Our Institution's academic and administrative bodies are functioning based on clearly defined

policies and procedures.

Here, we are elaborating the functioning of such bodies through organogram.

As per AICTE Norms, the Governing Council is functioning under the Managing trustee and Principal of the College for effective Administration and Control.

The Governing Council meeting held once in a year and it gives constructive suggestions to the management for effective decision making and to meet the Vision and Mission of the Institution with consideration of stakeholder's suggestion.

All important policy decisions discussed and finalised in the Governing Council meeting.

The Governing Council responsible for framing the policy, rules and regulations, Strategic planning and development of the Institution.

Governing council ratify the decisions taken by the Principal in consultation with the HODs regarding faculty requirements, staff requirements, laboratory requirements, library requirements, value added programs, disciplinary action, addition of new programmes, increase or reduction of intake, winding up / closure of programmes, other suggestions related to placement, academic activities, co-curricular activities and extra-curricular activities.

The Principal is responsible for the co-ordination of all the Academic activities, Co-curricular and Extracurricular activities in accordance with the norms and standards prescribed by AICTE, Anna University and the Government of Tamil Nadu.

Head of the Department is responsible for all the academic activities, co-curricular and extracurricular activities of the concerned department.

The placement officer is responsible for all the activities relating to the students placement like training programmes and organising placement drives.

The Librarian maintains the documentations of books, journals, newspapers, magazines & library materials, purchase of books and journals.

Exam-Cell coordinator is responsible for all registers and records concerning the examinations and conducting of examinations for theory and practical courses.

The organogram hosted in the website represents the administrative hierarchy of the institute.

The hierarchy is maintained as per the organogram and responsibilities are carried out at all the levels.

Various statutory and non-statutory committees are constituted to share the responsibilities for the

orderly functioning of the Institution under the guidance of the Principal.

STATUTORY & NON-STATUTORY COMMITTEES

Governing Council

Academic Council

IQAC

Grievance Redressal Committee

Internal Complaint & Committee (Prevention of Sexual Harassment Cell)

Academic Audit Committee

Anti-Ragging Committee

Women Empowerment Cell

Entrepreneur Development Cell

SC/ST Committee

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The Faculty and the Staff is the most important associate of any organization. Their happiness, pleasure and motivation lead any organization to its pinnacle. The role of teaching and nonteaching staff plays a significant role in the development of the Institution. The Institution is concerned with the welfare of both teaching and non-teaching employees since it is essential to the Institution's success. So, Institute provides various welfare measures to encourage and empower the faculty members. The effective measures support them to meet their academic and personal goals. The Institute understands their necessities and gives importance to the fruitfulness of the staff. The management of the Institution is committed to provide quality embedded human resource in place and takes care of the welfare of its staff. The teaching and non-teaching staffs are regularly trained to add value to the worth of the human resources. Regular Faculty development Programs are conducted for both the teaching and non-teaching staff members. All the employees both Teaching and non-Teaching staff including the students are given free consultation for treatment and covered under Group medical Insurance. Institution is executing many effective schemes for the welfare of employees.

Welfare measures for Teaching and Non-Teaching Staff:

- Medical leave, Maternity leave & Marriage leave
- Sponsorship for attending seminars, workshops, FDPs
- Group Insurance
- Cadre promotion
- Vacation Leave
- Free Medical Check-up
- On duty for faculties pursuing Ph.D
- Best Teacher Award
- Employees' Provident Fund
- Granting on-duty leave to the faculty to attend viva-voce for Ph.D and to act as resource persons in other Institutions.
- Sabbatical leave for Higher studies.
- Sponsorship for Higher Studies.
- Awards for academic excellence for getting 100% pass percentage.

- Faculty members opting to stay in hostel are given free accommodation.

Resources:

- All adequate facilities are provided to the faculty to make best use of all the resources like internet, e-learning resources, library facilities, national & international journals.
- Research facilities to the faculty to present their research work at conferences (national & international) and share their technical expertise as resource persons.
- All facilities such as use of laboratories, use of computers, e-library is provided to faculty to pursue research.

All of the above mentioned schemes support faculty and staff in performing effectively and efficiently towards meeting organization's long-term goals.

File Description	Document
Upload any additional information	View Document

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

Response: 19.76

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

2020-21	2019-20	2018-19	2017-18	2016-17
35	19	30	15	0

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

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

Response: 31

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

2020-21	2019-20	2018-19	2017-18	2016-17
46	33	28	25	23

File Description	Document
Upload any additional information	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

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

Response: 13.48

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

2020-21	2019-20	2018-19	2017-18	2016-17
24	25	10	4	5

File Description	Document
Upload any additional information	View Document
Details of teachers attending professional development programmes during the last five years	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

Response:

The institution has the practice of evaluating the performance of both the faculty members and nonteaching staff by Performance Appraisal System.

The performance of the faculty is evaluated based on teaching, research, participation in institution building activities and organizing co-curricular and extracurricular activities and student feedback.

When laxity are discovered, the Principal counsels the Faculty in issue and encourages him or her to enhance his or her performance in the interest of professional development.

Similarly, the Performance Appraisal System for non-teaching staff is comprised of appraisals made by the staff and HoD. The performance of the staff member is evaluated based on the competence, performance and personal characteristics. The appraisal system motivates the staff members to excel and put forth the best of their efforts.

Faculty Performance Appraisal System for Teaching Staff:

The performance appraisal system has the following components.

- **Qualification, Teaching Experience, Industrial Experience, Papers Presented,**
- **Teaching Skill**
- **Subject Skill**
- **Students feedback**
- **Result Percentage produced in the University Examinations**
- **Counselling and interacting with the students**
- **Participation in FDP / Seminar / workshop / STTP**
- **Journal publication**
- **Fund Received or applied for Research work/ Patents / Workshops**
- **Guest Lectures to be delivered in other Institutions**
- **Member in any Professional Society**
- **Awards received from Govt./Private external agencies**
- **Conference Presentations / Publications**
- **FDP/STTP/Workshop/Seminar organized - Leadership skill**
- **National/International Conference organized - Leadership skill**

- R & D effort

The faculty appraisal forms are reviewed by the respective Heads of the Departments and forwarded to the Principal with their comments. The Principal recommends increment to the faculty based on the appraisal form. If the performance of the faculty is satisfactory, the Principal recommends for an increment for the concerned faculty. At the same time, if the performance of the faculty is below par, they are counselled by the HoD/Principal to show better performance in the subsequent semester.

Performance appraisal system for non-teaching staff (NTPAS):

The performance appraisal system for non-teaching staff has the following components:

- Experience and Work Discipline
- Active participation in institution building activities
- Housekeeping and adapting safety practices
- Skill up gradation through participation in orientation programs, refresher course, short term courses and training programs
- Involvement in Higher Studies
- Duties & responsibilities
- Feedback from HoD/ Principal

The college has a performance appraisal mechanism for all the non-teaching staff. With the guidelines from the Principal, HoD analyses the performance of the non-teaching staff. After the analysis, if the performance is satisfactory they become eligible for increments else if the performance is found to be below the stipulated threshold, they are counseled by the Principal & HoD to improve their efficiency in performing their duties.

A sample of the appraisal form for teaching and non-teaching staff is given as attachment.

File Description	Document
Upload any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Response:

Financial planning / budgeting, reporting, and controlling are all functions performed by the Finance and Accounts Department. The department attempts to resolve any financial concerns as soon as possible. The college audits its annual books of accounts on a regular basis. All financial records are kept in the Accounts Office, separately, according to the events / activities and transactions that have occurred for them. The Accounts Office is in charge of keeping track of everything. Accounts are kept properly, which aids in the auditing process. Internal and external auditing is done by the Institute to ensure financial compliance. The Institutional accounts are audited on a regular basis. The auditors' observations, if any, are rectified immediately.

Principal after discussions with all the HoDs, consolidates the budget proposals submitted by them and includes the other financial components such as salaries & allowance, and administrative expenses like stationeries, software, building maintenance, electricity, water, telephones, mails, Institution transport and fuel expenses for the preparation of overall organizational budget and then it is forwarded to the governing council for approval.

Internal Audit:

Since the institute's inception, the M.A.M. School Of Engineering has employed well-qualified Chartered Accountants to ensure that internal audits run smoothly. During Internal Audit, the audit team visits all of the institute's departments to inspect and verify necessary documents to guarantee that they are being executed in accordance with the institute's requirements. Internal auditing focuses on equipment usage, equipment maintenance, stock registers, verification of all payments, receipts & journal vouchers of transactions, cash books, ledger account review and so on. The Internal Auditor presents a monthly audit report to the account office, detailing observations and recommendations for system improvement.

External Audit:

A licensed chartered accounting company conducts a statutory audit once a year. The Institute maintains its financial records in accordance with the Income Tax Act of 1961. Mr. S. Francis is the institute's external auditor and he oversees the external audit, as well as the preparation of the balance sheet, revenue and expenditure statement and other relevant documents and the annual submission of the ITR, along with the audit report signed by management.

File Description	Document
Upload any additional information	View Document

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document

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

Response:

M.A.M. School of Engineering is a self-supporting organization. The principal source of income is tuition fees, as well as funds from other sources such as the hostel, canteen, consultancies, projects, grants and so on.

The maximum resource mobilization is through the various sources:

S. No	Fund Sources
1	Academic Fees from Students
2	Hostel Fees

Utilization of funds:

The institute has a sound budgeting structure, projections and implementation procedures in place. Every year, before the start of the academic session, department heads develop a budget plan based on their needs and recommend it to management through the Principal. The departmental budget plans are reviewed by high management, who then approves them. The purchase is done in full accordance with the budget proposal. If a budget deviation arises, the corresponding HODs must address the issue and provide justification so that the budget can be rejected or authorized as needed. Unnecessary purchases are avoided by following this approach and available finances are effectively utilized.

Salary expenses include salary paid to teaching & non-teaching staff members and other expenses include purchase and maintenance of equipment, infrastructure maintenance, furniture repair and maintenance, office expenses, printing & stationary and miscellaneous expenses, etc. Adequate financial support is provided to the faculty members for attending conference, workshop, seminar and FDP.

Enhancement of library facilities leads to the enhancement of teaching learning practices and accordingly requisite funds are utilized for this.

Some funds are allocated for social service activities (CSR cum extensive activities) as a part of its social responsibility.

Extensive care is taken to maintain cleanliness in the campus which coexists with godliness and fund is judiciously utilized to maintain a lush green environment. Considerable amount of funds are utilized for making the campus aesthetic. The mentioned utilization of funds is monitored by top Management through budgetary control.

File Description	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

Response:

M.A.M School of engineering gives highest priority to the well-being of its students and employees in all aspects of life. The institution has established Internal Quality Assurance Cell [IQAC] in the month of December 2015 to take care of Quality assurance strategies and processes.

The IQAC's main goal is to create a mechanism for institutions to enhance their overall performance in a conscious, consistent and catalytic improvement towards quality enhancement through internalization of quality culture and institutionalization of best practices.

Academic Calendar includes the schedules such as re-opening date, internal/external examinations, academic audit, guest lectures, value added courses, and industry visit, etc. Two practices/strategies institutionalized as a result of IQAC initiatives Strategy

Students Skill Development

In order to strengthen the theoretical learning, each department organizes guest lectures by inviting highly experienced corporate professionals. Every year, IQAC ensured an average of 50 successful industrial guest encounters for students. Students were given the opportunity to learn from these highly experienced professionals about their learning experiences.

Value Added Courses:

The objective of Our Institution is to prepare the students to become global citizens with self confidence, positive attitude and motivation to face any challenge in their lives.

Therefore our College devotedly engages itself with various promotional activities to help the students to emerge as notable professionals of the society. The College has conducted various value added courses to develop strong personality traits among students. These practices help them immensely in facing the challenges in their career and life. The objective of the value added courses is to enrich technical, communication, interpersonal, self management skills and personality improvement.

Mentoring Activities for Students and Staff:

Mentoring student is a unique feature of our institution. It is a process of creating a supporting relationship with faculty, parents and students aimed at comprehensive development of students. Mentor helps the student to bring them to a higher level of experience for values of life. Mentoring helps to shape an individual's beliefs and values in a positive way. There are many benefits of mentorship in student development that includes improving communication skills, interpersonal relationship, technical, verbal and leadership skills along with design thinking, creative thinking and motivating students for extracurricular activity. A meeting of faculty and student (Mentor and Mentee) is conducted every semester on regular basis and informally at various occasions according to the necessity. Observations of the students are recorded and analyzed.

Experiential Learning:

To provide experiential learning to students, students are constantly encouraged by their Faculty Advisor, Class Coordinator and HOD to complete internships in reputable industries over the semester holidays.

Internships and in-plant training provide hands-on experience as well as a link between classroom learning and real-world application. During the academic year, roughly 60-70 percent of students from all classes receive experience through internships. The principal also strongly encourages faculty to complete the internship during their vacation time.

Industrial visits are also arranged, at least two per semester, to allow students to obtain real-time experience.

File Description	Document
Upload any additional information	View Document

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

improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

Response:

The main objective of IQAC is to ensure quality assurance of academics and administrative works. The strategy and methodology of IQAC as follows,

- **Arranging training on pedagogy for newly joined faculty.**
- **Conducting bridge courses for new students.**
- **Conducting workshops, conferences and FDPs on emerging technologies for faculty and Students by the industry and academic Experts. .**
- **Conducting value added course for students every semester to enhance the skills.**
- **Conducting Intra college project expo every year for students to boost the innovative ideas in engineering domain tentatively 5th September for the celebration of teachers day**
- **Motivation students to do the internship in reputed industries to gain the real time experience.**
- **Encouraging faculties periodically for R&D and Consultancy activity.**

Here, we have described about two practices that were implemented by the IQAC towards reforming the learning process.

1. Academic Audit

Every academic year, an academic audit is conducted twice to guarantee that the teaching-learning process is of high quality. Senior faculty members from other departments or academic specialists from other institutions perform internal audits. The audit format is made easier for the auditing team by IQAC. Once the IQAC has completed the academic audit, the report is discussed with the respective HoD, and the department is given a week to ratify the observation. The report is submitted to the IQAC after ratification and includes suitable suggestions for improvement.

In order to improve the quality of the content delivery, to monitor the teaching – learning

progress Academic audit has been conducted since last 7 years. The incremental progress has been witnessed after continual academic audit.

It was found that some of the teachers did not follow the prescribed text books for teaching and notes preparation. We have directed / entrusted the importance of using prescribed text books. The faculty have initially struggled to follow then practiced and improved after a year. This was revealed by the Class Committee meeting.

Even tampering during Pandemic, we ensured the quality of the content delivery & the teaching –learning progress through several audits.

1.Promotion of Learning Outcomes

As we are an affiliated institution, the learning outcomes are provided by our university.

Even after the first cycle of NAAC Accreditation, we found that the awareness of the Learning Outcomes of each course and Programmes was not widespread among students.

So, IQAC took up the issue and began spreading the importance of Course Outcomes and Program Outcomes among students through IQAC Members and other faculty members.

Within a year, we were able to witness the success of this initiative. The students were able to understand and correlate the course outcomes with the lecture sessions. Even some of them explored further.

Despite the setback by the Pandemic, our mission of spreading the awareness of Outcomes was successfully completed. Now, the faculty members are capable of adding furthermore outcomes to the existing ones, if they found any gap in curriculum.

Now, the learning outcomes are nicely displayed on the department and class room notice boards, updated in the department space of Institution website.

Post accreditation quality initiatives

- 1. Online Student Feedback on Institutional Performance, Curriculum, Library Faculty**
- 2. Intra Institutional Project Expo is conducted every year to improve the intellectual skills and problem solving skills among the students.**
- 3. It is mandatory for all faculty to register and complete at least one NPTEL course.**
- 4. All faculty are insisted to publish papers in reputed journals, attend workshops and in plant training. (Minimum one in a semester).**

5. It becomes mandatory that students must do at least one internship per year.
6. Additional Skill Development hours are included in the time table.
7. Training on usage of Smart Board and effective use of ICT in Teaching and Learning

File Description	Document
Upload any additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

Response: B. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

- **Our institution is profound of figuring out the desires and aspirations of the students and the measures to enrich the competencies and professional skills of both boys and girls, without any discrimination.**
- **Equal opportunities are provided to all individuals regardless of gender, caste, color, creed, language, religion, political, or other status.**
- **Many programs on Gender sensitization are conducted to assist students in examining their personal attitudes, beliefs and questioning the realities of both sexes.**
- **Girl students are encouraged to apply for scholarship schemes and funds especially for women provided through various Central/State Government schemes**

Safety and security

- **The management is very keen in providing safety and security for the students and employees.**
- **Closed Circuit cameras have been installed in our Institution to monitor the security of the girl students in all the floors.**
- **Security personnel have been deployed in adequate number in the campus round the clock.**
- **The entire campus is covered with sufficient lighting system at night times.**
- **Students are strictly instructed to wear ID cards at all times and outsiders are checked by security.**
- **A complaint box has been installed on the premises of the college to ensure redressal of grievances. Hostel facility for girls students available inside the campus. which accommodates approximately 200 students.**
- **Discipline committee, POSH cell and anti-ragging committee are functioning in the college which keeps an eye on the student's activities.**
- **Any kind of discrimination and sexual harassment against women is prevented by POSH cell, by promoting gender amity among students and employees.**
- **College transport facilities are provided to the day scholar students from in and around Trichy**

district for safe journey.

- **The students have pure and safe drinking water facilities in all the blocks**
- **Fire extinguishers are provided at the required places to safeguard them from minor fire outbreaks.**

Administration

- **Girls students are included in all the committees constituted by the institution such as anti-ragging committee, POSH cell, Library committee meeting etc**
- **The institution ensures equal participation of boys and girls in teaching learning process and in organizing various events.**

Sports and Cultural activities

- **Separate events are conducted for girls students in cultural events and in sports day activities.**

Entrepreneurship

- **Girls students are encouraged to start their startups and thus promote women's entrepreneurship. Expert talk on women business is arranged by the institution for girls exclusively.**

Counselling

- **Every faculty is assigned with an average of 15 students for mentoring.**
- **Faculty advisors meet the students on a regular basis.**
- **The complaints associated with gender sensitivity will be addressed by the Faculty Advisor at the earliest.**

Common Room

- **A Common Room with an attached wash Room is the main facility that female students need to meet their personal needs .**
- **Our institution has provided a voluminous Common Room to the girl students with adequate seating facility.**

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

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

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

Response: B. 3 of the above

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

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

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

Solid waste management

- • Single sided used papers are reused for writing and printing in all departments.
- • Around 45 Kg/day solid waste on an average is collected in the campus from hostel mess, tree dropping leaves and branches, cups, paper etc.
- • Separate dustbins for Bio-degradable and Plastic waste are provided to segregate the waste.

- • **Paper utilization are curtailed by initiation of paperless office.**
- • **Most of the communications are given through emails, SMS or whatsapp to the extent possible.**

Liquid waste management

- • **Water harvesting facilities are provided in our institution campus to ensure the ground water supply getting recharged.**
- • **Rain water is collected and sent to ground through recharge pit. The institute has 6 such pits in the campus.**
- • **Excess runoff water from ground and garden is also discharged through these pits.**
- • **This helps to recharge the ground water table and helps to solve the problem of water scarcity in our campus especially in hot summer season.**
- • **This results in elevated rate of ground water recharge in the campus and sufficient water is made available during the summer. Approximately 2000 liters of waste water are discharged from our RO plant and it is effectively utilized for gardening.**
- • **By our efficient liquid waste management system, the green cover of our Institution increased several folds.**
- • **The institute ensures that the water wastage is minimized at an optimal level and the leaky taps and pipes are under regular check and hence no loss of water is observed, neither by any leakages nor by overflow from overhead tanks.**

e-waste management

- • **E waste generated in the campus is of minimal quantity. It is being effectively managed, against the environmental hazards that may arise if not disposed properly.**
- • **The e wastes and defective items from all the laboratories are collected and maintained at single point and disposed at Government facilities, whenever required.**
- • **The non-defective items are utilized again. The toners in the printers are refilled rather than throwing it out after it gets over.**

Hazardous chemicals and radioactive waste management

- • **As per our curriculum, chemicals such as Sodium Hydroxide, Sodium Chloride, Alkali Iodide, dil.HCl , dil.H₂SO₄ etc are used in the laboratories .**

- • Since most of them have the normality of 0.1% , they are less hazardous compared to Industrial chemicals.
- • After the experiment, the waste chemicals are diluted and disposed through the sink properly. The chemicals are stored and preserved in prescribed containers in order to handle them safely.

File Description	Document
Any other relevant information	View Document
Link for Geotagged photographs of the facilities	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

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

7.1.5 Green campus initiatives include:

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

Response: A. Any 4 or All of the above

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

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

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

Response: A. Any 4 or all of the above

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

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: B. 3 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document

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

(within 500 words).

Response:

In order to build a country of noble youth in terms of attitude and moral responsibility, the institution has organized many activities to create and promote an environment with moral, cultural and spiritual values ??among students and staff.

- To develop religious and emotional affection between students and faculty, commemorative days are celebrated on campus with the initiative and support of management not only for recreation and amusement, but also to create the feeling of oneness and social harmony.
- With the wide cultural diversity among students and faculty, MAMSE has been successfully maintaining harmony and peace all through these years. MAMSE remains committed to a culture that celebrates diversity leading to a higher level of unity.
- Festivals are celebrations of not only our beliefs but also our differences. MAMSE celebrates festivals like Pongal, Durga Pooja, Ramzan etc every year.

Pongal

- Pongal is celebrated in our campus with enthusiasm. Students exhibit their talents in drawing rangoli. Pongal is prepared by the students with great interest and distributed to all. Different competitions remarking our culture are conducted and prizes were distributed at the end of the day.

Ayudha Pooja

- Ayudha Pooja is celebrated in our College every year. On this special day, all the laboratories, workshops, buses and office are cleaned and decorated.
- Pooja is done in all the departments and office and sweets are distributed to all the faculty, students and staff.

Ramzan

- Ramzan is celebrated in our College campus. All the Muslim students in our college underwent fasting within the campus.
- The early morning food called as sahar according to the Muslim custom, was served with delicious items by the college in the Hostel mess at 4.30 a.m.
- In the evening, the Muslim students were served for Ifthihar with dates, cool drinks porridge as a sign breaking the fast. The hostel students will attend Namaz in the Mosque. During Ramzan fasting period, prayers were conducted in our college mosque
- All the students and faculty members irrespective of the religion join together to celebrate the festival.

- Different sports and cultural activities are organized inside the college which promotes harmony towards each other.
- MAMSE organizes Annual day every year that showcases the cultural talents of young budding Engineers. Thus MAMSE focuses on growth of not only on knowledge but also the holistic development of integrated personality of the students.
- MAMSE has socioeconomic diversity with a mix of students from different income levels, social background and regional backgrounds. MAMSE encourages and promotes linguistic diversity through the programs like Bharathi Ula, Kaviarangam and Muthamil Kalai mandram etc.
- With a view to take the message of the great poet Mahakavi Bharhathi who was a pioneer in Tamil poetry and fought for the liberation of women, against child marriage, stood for reforming religion, MAMSE conducted many programs. Our students participated in these programs with great enthusiasm. Eminent personalities who are expertized in the poems of Mahakavi Bharthi are invited to spread the essence of his poem. Students are also allowed to express their views about poems of Mahakavi Bharhathi.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

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

Response:

- MAMSE takes pride in the fact that apart from preparing a sound academic foundation of the student community; the college strives to develop them to become the best citizens of the country.
- In this regard, the Institute provides a sense of unity to the student community through a variety of practices and programs, in addition to providing professional legal training.
- Guest lectures and workshops are arranged by the Institution by inviting eminent responsibilities to deliver lectures on values, rights, duties and responsibilities.
- It is a common practice for all the departments to organize activities that inspire and motivate students to use different methods to promote "unification in diversity"
- As a part of Unnat Bharath Abiyahn, our Institution has taken initiatives to work with the people of rural India in identifying development challenges and evolving appropriate solutions for accelerating sustainable growth. Six villages have been adopted by the institution under this scheme. Groceries and other necessary items needed for day today life have been

distributed to the above villages during Covid pandemic period. Our faculty members and students often visited these villages in order to promote various planning and implementation initiatives.

- Our Institution has participated in the Mega Voter Awareness program to create awareness among people for 100 percentage polling.
- Every year, we celebrate Independence day and Republic day functions with great enthusiasm and patriotism. Our Management, Principal, few faculty members and few students will give patriotic talk to pay tribute to the national leaders and to inculcate patriotism and social responsibility among the young minds. Cultural activities will also be conducted remarking the sacrifice of national leaders. Inspiring speeches are given by inviting eminent personalities.
- Almost all of our faculty members have attended 5 days online FDP on “Inculcating Universal Human Values in Technical Education” organized by AICTE . Few of our them have delivered lecture on Universal Human value for the first year students.
- Similar to corporate social responsibility towards the company, the students are also made aware of their social responsibility and are encouraged to contribute to the welfare of the neighboring community through various activities.
- Programmes like blood donation camps, visits to the orphanages, awareness programmes on environmental protection, etc are organized in the nearby villages
- Various activities are conducted in the Institute for inculcating values for being responsible citizens

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document
Link for any other relevant information	View Document

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

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

Response: B. 3 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	View Document

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

Response:

- **National festivals, national leader’s birthdays or anniversaries and other days are commemorated in MAMSE to impart and build-in the strong understanding of the nation’s history, the leaders, their contribution to the motherland and for cultivating a healthy society in mind and action,**
- **Such celebration helps in developing values such as national spirit, patriotism, secularism, honesty, sincerity, love, compassion and equality among the students.**
- **Independence Day, Republic Day and National Integration day celebration:**
- **Every year, we celebrate Independence day and Republic day functions with great enthusiasm and patriotism.**
- **Our Management, Principal, few faculty members and few students will give patriotic talk to pay tribute to the national leaders and to inculcate patriotism and social responsibility among the young minds. Cultural activities will also be conducted remarking the sacrifice of national leaders.**

- **Engineers Day: 15th September**
- **Engineer's Day is celebrated to feel proud of the engineers of our country and to celebrate their achievements in each and every field of science and technology.**
- **We celebrate Engineer’s day in our Institution by conducting quiz, Guest Lecture, workshop etc.**

- **Teachers Day: 5th September**

- **Teacher's Day is celebrated to recognize the challenges, difficulties, and the special role that teachers play in our lives.**
- **Teachers Day is one such event for which students and teachers equally look forward to.**
- **Ayudha Pooja**
- **Ayudha Pooja is celebrated in our College every year. On this special day, all the laboratories, workshops, buses and office are cleaned and decorated.**
- **Pooja is done in all the departments and office and sweets are distributed to all the faculty, students and staff.**
- **Ramzan:**
- **Ramzan is celebrated in our College campus. All the Muslim students in our college underwent fasting within the campus.**
- **The early morning food called as sahar according to the Muslim custom, was served with delicious items by the college in the Hostel mess at 4.30 a.m.**
- **In the evening, the Muslim students were served for Ifthihar with dates, cool drinks porridge as a sign breaking the fast. The hostel students will attend Namaz in the Mosque. During Ramzan fasting period, prayers were conducted in our college mosque.**
- **Pongal:**
- **Pongal also called 'Harvest Festival' is a tribute to farmers, nature, cows and crops. Pongal is celebrated in our campus with enthusiasm.**
- **Students exhibits their talents in drawing rangoli.**

Pongal is prepared by the students with great interest and distributed to all. Different competition remarking our culture is conducted and prizes were distributed at the end of the day.

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

7.2 Best Practices

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

Response:

Best Practices-1

1. Title of the Practice

Teacher Teaches Teachers (TTT) Scheme

2. Objectives of the Practice

- **To improve the academic and intellectual environment in MAMSE**
- **To promote the renewal of knowledge, skills and provide teachers with opportunities to study current trends.**
- **To cover areas such as development of new concepts, methods and techniques, theory and skills development and modernization of educational teaching skills, motivation, communication skills and other related issues to keep pace with the changing scenario in technical education.**
- **To promote the professional practices relevant to technical education and to motivate the faculty to achieve competitive teaching and learning environment, thus channelizing development with respect to academic qualifications**
- **To ensure consistent quality in the class room**

3. The Context

- **Faculty viability is a key component of professional training and capacity building. Increasing teacher resilience in key areas of education, assessment, research, professionalism and management is believed to significantly improve the educational environment and enhances the academic performance of learners**
- **However, integrating new technologies in the study is not easy due to the interdisciplinary nature of curriculum. Giving teachers the right knowledge makes this task easier.**
- **Faculty members need to fully prepare some kind of enhancement to cope with the rapid change and paradigm change in engineering education.**
- **Lifelong learning is the key to success. Irrespective of age and designation, updating our skills to cope up with the recent trends becomes mandatory for all the academicians. Without this enhancement, it is often the case that the teacher becomes a teacher who presents an understanding of the subject through one-way lecturing.**

4. The Practice

- **The TTT scheme is considered an stand-alone educational pedagogy in the development of teachers' knowledge and professional skills.**
- **This is an initiative in the process of meeting the new requirements of engineering education.**
- **The sessions are being conducted during working hours. If time could not be found in usual working hours, extra hours are utilized beyond regular academic schedule and also during summer and winter vacation.**
- **Internal faculty experts are identified and are utilized as resource persons for the sessions. Even new faculty members also show interest in delivering their knowledge in current trends.**
- **Faculty members will present their ideas and demonstrate it using power point slides and hands on training. Irrespective of the department, other faculty members also shown interest in attending the session, if they are interested in learning in those particular topics.**
- **At the end of the session, space will be provided to raise their queries. Sometimes it deforms into group discussion if multiple answers are received other faculty members also which creates a healthy and intellectual environment**
- **If coding related sessions are handled, practice is given in the laboratories for better understanding.**
- **The soft copy of the materials is forwarded to the faculty members participated for future reference.**
- **The TTT training schedule is framed before the commencement of the session by the Head of the Department and approved by the Principal and the same is informed to all other HoDs in the daily meeting in prior to the session date.**

5. Evidence of Success

- **Introduction of new technology in teaching makes the education more innovative and creative for the students. Faculty members learn new technologies and recent trends in academia and they could be able to find solutions to the problems and write papers for publishing in journals and conferences. Over the past 5 years, we have witnessed a staggering rise in the published literature and conferences.**
- **TTT scheme introduced in our Institution have proven to be successful for improving teaching skills for both fresher and senior faculty.**
- **We could observe professional development in individual faculty members which emphasized the development in their professional responsibilities as educators, researchers, and administrators.**

- **Through participation in TTT sessions, Faculty enrich their technical, communication, inter and intrapersonal skills to result in their overall personality improvement. As witnessed, number of funded projects is also increasing progressively.**
- **The teamwork culture is enhanced among the faculty by conducting these kind of sessions. Without any age difference, qualification difference complexion, faculty enjoyed the learning.**
- **Even junior faculty showed their talents in bringing up their talents in coding skills, problem solving etc.**
- **Likeminded people sit together and clarified their doubts to create an intellectual and healthy environment.**

6. Problems Encountered and Resources Required

- **Initially few junior faculty members have some hesitation to present before the senior faculty members.**

Best Practice 2

1. Title of the Practice

News Paper Reading Hour

2. Objectives of the Practice

- **To develop communication skill and comprehension skills of the students**
- **To keep the students upto date in what's happening around us and even to enhance the general knowledge**
- **To enhance the reading habits and vocabulary**
- **To realize the meaning of words in isolation and in context and to improve their vocabulary**
- **To prepare the students for effective participation in the social, religious, cultural and political life.**
- **To prepare the students to face the competitive exams easily**

- **To enable the students to face the interviews with confidence**
- **To develop their pronunciation skill effectively**

3. The Context

- **Reading is primarily an intellectual activity of learning new things, developing new ideas and it provides a sense of completeness.**
- **The reading activity has always been seen as an important element in a person's culture and education.**
- **Effective reading is the most important avenue of effective learning. Newspaper reading develops scientific, reflective thinking and creativity.**
- **Lots of information incorporating current affairs, politics, science and technology, education, health, medicine, sports, industry and the markets are received through newspapers.**
- **Since most of our students are from Tamil medium and rural background, they are lagging in communication skills. Also, the current generation is addicted to smartphones, they do not have the habit of reading the newspaper daily. And also they do not find time to read it after the academic working hour, as they may be engaged in doing some part time jobs.**
- **Adding newspaper hour in the regular academic timetable helps them a lot in improving their communication skills.**

4. The Practice

- **In order to improve their language proficiency and to improvise their presentation skills, MAMSE has introduced Newspaper reading hour in regular time table .**
- **A minimum of one hour is scheduled per day for newspaper reading .**
- **Newspapers are usually received in the campus usually by 8.00 am from the Hindu office, Trichy directly . The persons deputed for distributing the newspapers to the individual class room ensures that the entire classroom has received the papers before 9.15 am .**
- **Faculty members from parental and non-parental departments are deputed for the newspaper hour.**
- **Newspapers are distributed to the students at the start of the hour .**
- **At the outset, the students will be permitted to read the newspaper silently.**
- **During the last few minutes, the students will be asked randomly to read any paragraph in front of others or portray the news they have read .**
- **Care will be taken that all the students are given opportunity to read before the next cycle begins.**
- **To encourage the students, marks will be given to the students based on the way they pronounce the words, speed of reading.**
- **This practice develops their pronunciation skills and alleviates their stage fear.**
- **The students are also asked to explain the news they have read to know how they interpret**

the news.

•

5. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review/results. What do these results indicate? Describe in about 200 words.

- **By reading newspapers regularly, the reading and comprehension abilities of students get enhanced and they could easily face the interviews.**
- **MAMSE has witnessed 100 percentage placement records for the past 3 years. Our students can easily attend many symposium and conferences without any fear.**
- **There is a remarkable increase in number of publications published by the students. This practice is highly appreciated by our alumni students in an alumni meet. They requested the management to continue this practice for their juniors also so that they would also be benefitted. Parents also encouraged and shown their satisfaction in parents meets.**
- **Few numbers of students have cleared Government exams, went to pursue their higher studies in abroad and won prizes in essay, speech and quiz competitions.**
- **Our Alumni students pointed out repeatedly in the Alumni meet that the newspaper reading hour has helped them a lot in improving their communication and vocabulary skills and in facing the interviews and Government exams.**
- **Parents also reflected the benefits of the newspaper hour their son/daughter had in parents meeting.**

6. Problems Encountered and Resources Required

- **Initial response from the students is poor. Students are convinced by proper counseling by making them realize the facts that communication is much important in bringing their skills to practice.**
- **They are also made to realize that engineers are meant to work for the society. And unless they understand the society, things would not happen. Newspaper reading would help to understand the society in a much better way.**
- **Students find it difficult when they encounter new words in the starting to understand its meaning. But later on, they are familiarized with new words and begin to speak fluently.**
- **In very few days, newspaper had not arrived the campus on time due to traffic issues and some other factors. Later on it is rectified by contacting the Hindu office and insisting them to alleviate**

these kind of issues.

File Description	Document
Link for Best practices in the Institutional web site	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:

- **Our Vision is to deliver high quality education for the students and to create best engineers to the society.**
- **MAMSE has excellent infrastructure, creating a very good learning environment that motivates the students for progressive learning and development.**
- **The institution is well equipped with spacious class rooms, laboratories, faculty rooms and air-conditioned seminar hall and smart class room to cater the student's needs.**
- **MAMSE has been awarded the gold ranking by the Confederation of Indian Industry in the prestigious annual rankings of the higher education institutions who have strived hard to establish an excellent industrial connect and linkage**
- **The institution has signed MOU's with various reputed industries/organizations to improve the students skills sets and in getting internships, field projects and finally placements**
- **Institution's Innovation Council (IIC) has been established in our Institution to systematically foster the culture of Innovation among the students across various departments. Our Institution has been rated with 4 star rating by MHRD.**
- **To improve the student's presentation skill and to make them more confident while speaking in front of large groups, MAMSE conducts presentation day every year. Students of all the department are given chances to present their papers/innovations and ideas in front of others**
- **Our Institution has been ranked by Internshala for the efforts towards building a meaningful internship culture among our students. MAMSE has bagged 471th All India rank among 1133 participating college and 188th Zonal rank out of 488 participating colleges across south zone. The rank is calculated on the basis of Internship selection through Internshala.**
- **Remedial classes are conducted for the students to improve the performance of students in all subjects. These classes are conducted for students having poor performance i.e. for slow learners.**

- **During remedial classes subject content is again taught with more simplification and related difficulties are solved.**
- **As a part of the Unnat Bharat Abhiyan (UBA), which is a flagship programme of the Ministry of Human Resource Development, Government of India, MAMSE has adopted a cluster of five villages – Siruganur, Reddymaangudi, Aayakudi, Kalpalayam and Magilambaadi**
- **Placement related training is given to the students every year by the Career Development and placement cell. Soft-skills and communication skills training are given to train the students to face the interview easily. Industry persons are called for delivering guest lectures beyond curriculum.**
- **Fees concessions are given to creamy students and also financially weak, bright students.**
- **To provide the students with the first-hand experience in the real working world but also enable them to understand the career trajectory for their desired job title, MAMSE has the practice of sending our students to undergo Internship in Industries .The students learn how to apply the knowledge they have acquired during an internship to their future workplaces.**
- **Students are motivated, guided to attend many online courses conducted by ICTACT(Learnathon, Skill a thon etc., GUVI)**
- **Students are regularly applying their innovative ideas for funded projects like TNSCST, Viswakarma and received many awards.**
- **Apart from the regular curriculum, value added programmes such as Solid works, Pro E, IOT, Embedded System and Auto CAD are conducted for the students to meet the requirements of the industry**
- **As a motivational factor , Principal and Management encourage the faculty and students by funding their paper presentation to outside colleges and journal publication.**
- **A separate placement cell is available to groom the students to ensure the students get employable.**
- **Women’s Empowerment Cell has been created to provide awareness among girl students to face the challenges of sexual harassment.**
- **Similar to corporate social responsibility for the Corporate, the students are also made aware of their social responsibility and made to contribute to the welfare of the neighboring community through the Social Welfare Association of the college. Programmes like blood donation camps, visits to the orphanages, awareness programmes on environmental protection, etc are organized in the nearby villages. A number of best practices have been explored and implemented and have been found to have a positive impact upon the all-round performance of students and the Institute.**
- **MAMSE is committed to support and inspire our students by frequently inviting experts, from a variety of intellectual backgrounds and career paths. The Eminent personalities are**

invited from renowned industries/Institutes. Industry experts share their domain knowledge for the accelerated growth of students especially in the emerging domains like IoT, Data Science, Algorithms, Software Development, Machine Learning, Networking, Security for circuit branch students and Non-Destructive Testing and Design, Production and Fabrication, Materials Engines And Design For Aeromodelling etc for non-circuit branch students.

- All the departments conduct at least one Guest Lecture every week and therefore a minimum of 6 Lectures per week will be conducted during normal working days.
- Every faculty of individual departments along with the students has given project proposals for approval to TNSCST, Chennai.
- All final year students are given to develop their own project with innovative ideas.
- Mini projects are developed by final and third year students.
- To provide the students with an opportunity to learn practically through interaction, working methods and employment practices, we used to take our students for Industrial visits every year. It also provides students a good opportunity to gain full awareness about industrial practices. Through industrial visits students get awareness about new technologies.

File Description	Document
Link for appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

1. Gold rated institute by AICTE-CII in industry Linked Technical institutes.
2. 100% Placement offers in Core & IT Companies for the past 3 Year
3. Through Institution's Innovation Council(IIC) promoted Innovation, Entrepreneurship and Startup during the IIC Calendar year 2020-2021 and got 4 Star Rating as the fruit of Success.
4. Recognized in the Band "Promising" under the Category "College/Institutes (Private / Self-Financed) others(Technical)" in India by ATAL Ranking of Institutions on Innovation Achievement (ARIIA) 2021.
5. Recognized Social Entrepreneurship Swachhta and Rural Engagement Cell (SES REC) Institution.
6. Our Institution has SWAYAM NPTEL Local Chapter
7. Our College is an associate member of ICT Academy
8. Our Institution is recognized for the Quality Education to the rural, under privileged students and Social welfare measures by the Dr.Kalam Educational Trust for Tribal and awarded as "BEST ACADEMIC INSTITUTION – 2017".
9. Best Engineering College with Innovative Education in Taminadu in "ASIA EDUCATION SUMMIT & AWARDS 2019".
10. Our College is awarded as "Best Engineering College in Tamilnadu" by ICONIC Education Summit & Awards 2021.
11. Our Institute has educational alliance with "Ui Path Academic Alliance" for Collaboration on growing the Robotic Process Automation (RPA) knowledge Ecosystem.
12. EC Council recognized our College as academia partner for delivering high quality, authorized EC Council. Cyber Security related academic Courses.
13. Our Institution received Youth ExNoRa outstanding award 2020 – Best Public Relation Student's ExNoRa for its Extensive activities.
14. Our Institute is one among the partner for the world record event "Environthon 2020".
15. BHUMI Campus Awards 2022 recognized and award out efforts towards developing and Eco Friendly Campus.

Concluding Remarks :

We have completed 12 years of service to society. Our first NAAC Accreditation was an eye-opener and made us look for broad objectives and vision. The initiatives taken during the first accreditation, 5 years ago, were become a regular quality activity of our institution. Our Sincere thanks to the NAAC Peer Team. Today, we proudly, submit the concluding remarks for the Second Cycle of Accreditation. Here, we are presenting a brief summary of our quality initiatives and achievements so as to believe in deserve a better grade.

Our student admissions are gradually increased in the past 5 years, despite the Covid-19 hindrance. It shows the belief of parents in our brand and the satisfaction of passed-out candidates.

We keep on enhancing our faculty quality. Now, more than 12% of our faculty members are Ph.D holders and another 5% are pursuing Ph.D. Also, the average work experience of our faculty members is increased. Our faculty retention also increased by 20% over the previous cycle.

Research publications increased from 45 to 70 in Last five years. Very significant fact is, that collabative

research increased several folds over last five years. This is a good sign for us, because our institution is recognized at a wide range of other Institutions. We also received lot of government funds compared to the previous cycle.

Our Infrastructure is regularly appended to incorporate new learning provisions and student amenities. Incubation Centre, Smart Class Room, Central Computing, Innovation Cell etc., are naming a few. Both digital and print learning resources are increased tremendously over the past five years. Students and Faculty members become expertise on E-Learning Platforms, Learning Management Systems and MOOCs etc., Our Innovation activities are appreciated by Ministry of Education. We got Four stars (Highest in the region) rating.

Campus placement tremendously increased compared to first cycle. In fact, more than 95% placements obtained in last two years. In overall last 5 years, 74.5% students placed in the campus recruitment itself.

Our green area increased 30% more than the first cycle. Energy Audit and Environment Audit are regularly done since 2019. Through the audits, our campus become more and more environmental friendly. We are using 100% solar energy for street lamps. All the fluorescent and incandescent bulbs are replaced by LED bulbs.

Our IQAC strengthens the quality initiatives through regular academic audits and regularization.

We have successfully achieved and surpassed the goals set after the first cycle of accreditation. Hence we proudly submit this application for second cycle of accreditation.

We put our consistent efforts to fulfill the vision & mission of our College in all possible ways.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.2	<p>Average percentage of courses that include experiential learning through project work/field work/internship during last five years</p> <p>1.3.2.1. Number of courses that include experiential learning through project work/field work/internship year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>352</td> <td>296</td> <td>224</td> <td>173</td> <td>194</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>12</td> <td>12</td> <td>11</td> <td>07</td> </tr> </tbody> </table> <p>Remark : Observation accepted as per the supporting documents</p>	2020-21	2019-20	2018-19	2017-18	2016-17	352	296	224	173	194	2020-21	2019-20	2018-19	2017-18	2016-17	13	12	12	11	07
2020-21	2019-20	2018-19	2017-18	2016-17																	
352	296	224	173	194																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
13	12	12	11	07																	
3.3.3	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>3.3.3.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>29</td> <td>9</td> <td>26</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>03</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Observation accepted Books and chapters with ISBNs only to be considered</p>	2020-21	2019-20	2018-19	2017-18	2016-17	29	9	26	2	2	2020-21	2019-20	2018-19	2017-18	2016-17	01	03	0	0	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
29	9	26	2	2																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
01	03	0	0	0																	
3.4.4	<p>Average percentage of students participating in extension activities at 3.4.3. above during last five years</p> <p>3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17															
2020-21	2019-20	2018-19	2017-18	2016-17																	

2584	2130	1372	1514	640
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Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
623	640	715	706	633

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> </tr> <tr> <td>103</td> <td>97</td> <td>97</td> <td>105</td> <td>119</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> </tr> <tr> <td>103</td> <td>97</td> <td>97</td> <td>105</td> <td>119</td> </tr> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	103	97	97	105	119	2020-21	2019-20	2018-19	2017-18	2016-17	103	97	97	105	119
2020-21	2019-20	2018-19	2017-18	2016-17																	
103	97	97	105	119																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
103	97	97	105	119																	
1.2	<p>Number of sanctioned posts year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> </tr> <tr> <td>96</td> <td>96</td> <td>96</td> <td>96</td> <td>124</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> </tr> <tr> <td>103</td> <td>97</td> <td>97</td> <td>105</td> <td>119</td> </tr> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	96	96	96	96	124	2020-21	2019-20	2018-19	2017-18	2016-17	103	97	97	105	119
2020-21	2019-20	2018-19	2017-18	2016-17																	
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