SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SREE NARAYANA GURU COLLEGE OF ENGINEERING & TECHNOLOGY

SREE NARAYANA GURU COLLEGE OF ENGINEERING AND TECHNOLOGY
CHALAKKODE P.O KOROM PAYYANUR KANNUR
670307
www.sngcet.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sree Narayana Guru College of Engineering & Technology (SNGCET), Payyanur, Managed by Sree Bhakti Samvardhini Yogam, Talap, Kannur, was founded in the year 2003 with an objective to provide access to quality education in the field of Engineering. The college has always upheld Sree Narayana Guru's vision of education to all. The college is affiliated to APJ Abdul Kalam Technological University and approved by All India Council for Technical Education (AICTE), New Delhi, and the Government of Kerala. The campus, spread over 25 acres with the state of the art infrastructure, has grown and progressed to maintain its legacy as one of the established engineering colleges in the North Malabar ever since its inception.

The college offers undergraduate programs (B.Tech) in five fields: Civil Engineering, Computer Science and Engineering, Mechanical Engineering, Electrical and Electronics Engineering, and Electronics and Communication Engineering. Additionally, it provides a postgraduate program (M.Tech) in Computer Aided Structural Engineering through the Department of Civil Engineering. With state-of-the-art infrastructure and facilities, the institution supports students' academic, co-curricular, and extracurricular pursuits. Committed to serving society, it organizes various activities through platforms like the NSS unit, the IEDC Cell, and the Nature Club.

The Internal Quality Assurance Cell (IQAC) oversees and ensures the quality of both administrative and academic aspects, including co-curricular and extracurricular activities. The college adopts a continuous evaluation process for internal student assessment and offers various value-added programs to bridge the gap between academia and industry. These include personality development training sessions aimed at enhancing technical, logical, and communication skills, conducted by the college's Placement and Training Cell. Additionally, training programs are provided through software incubation facilities and a LED bulb manufacturing unit.

SNGCET is dedicated to enhancing and sustaining quality within its system through accreditation, fully cognizant of the objectives set forth by the National Assessment and Accreditation Council (NAAC) to promote transparency in the accreditation process. Aligned with NAAC's objectives, our aspiration is to be recognized as one of the best institutions in the country

Vision

A knowledge society promoting human excellence and enlightenment through technical education.

Mission

To provide technical education of highest quality and standard of excellence for socio-economic progress embedded in clearly articulated values and driven by commitments.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Institute has well qualified and highly dedicated Teaching and Non- Teaching Staff.
2. Institute has a well-equipped infrastructure with a spacious built-up area.
3. The outcome-based teaching method focused on employment and entrepreneurship.
4. Management with a vision for imparting quality education and welfare of underprivileged economically weaker students.
5. Conducive peaceful environment for learners.
6. Team work of faculty and staff.
7. Effective faculty advisor and mentoring system.
8. Student centric approaches for mentoring and effective academic monitoring.
9. Social responsibility is inculcated though NSS.
10. Separate Hostel facilities for Boys and Girls.
11. Safe and Secured Environment for girl students.
12. Support and encouragement from both Management and the PTA.

Institutional Weakness

1. Students pursuing higher education.
2. Institute has to upgrade its teaching community for more funded projects, quality research and development, patents and consultancy.
3. Involvement of Alumni in facilitating campus recruitment.
4. Faculty retention.
5. All the departments are not actively involved in the consultancy activities.
6. Level of exposure of Faculty members to industry practices and industry requirements.

Institutional Opportunity

1. Institute is regularly organizing various development programs for the benefit of teachers and students through seminars, workshops, conferences, symposiums and Alumni meets.
2. Ever increasing demand for technical education at UG & PG level of Engineering & Technology.
3. Many opportunities for tie-ups with both established and start-up companies in India and abroad for enhancing learning outcomes.
4. Motivate students to undertake interdisciplinary and sponsored projects.
5. The Institute is recognized as Host Institute (HI) for implementation of the Incubation component under MSME Innovative Scheme (MSME Champion scheme).
6. Promoting entrepreneurship among students to enable more employment for social upliftment.
7. A vast majority of alumni hold key positions in industries, government, and international locations, potentially enabling significant resource mobilization.
8. National Education Policy.

Institutional Challenge

1. Institute has competition from other technical Institutions and Universities.
2. To become a fully residential campus.
3. To upgrade the institution to meet requirements for Autonomous status.
4. Placement with higher annual package.
5. Creating more entrepreneurs.
6. Poor student enrolment.
7. Declining enrolment in engineering globally.
8. Less number of industry- institution organized events.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Sree Narayana Guru College of Engineering and Technology (SNGCET) is formally affiliated with Dr. A.P.J. Abdul Kalam Technological University. APJKTU's curriculum integrates professional ethics, gender equality, human values, and environmental sustainability. Ethics are addressed in 120 courses, with a code of conduct and social responsibility initiatives promoting ethical behavior. Gender equality is included in 124 courses. Human values are a focus in 74 courses and the induction program, with NSS activities and mentoring sessions promoting well-rounded students. Environmental and sustainability practices are covered in 196 courses. The Nature Club educates students on green initiatives, with tree planting and campus agriculture projects. A solar panel installation exemplifies the college's commitment to sustainability. Overall, APJKTU's curriculum equips students with not only professional knowledge but also a versatile. understanding of ethical, social, and environmental issues.

Teaching-learning and Evaluation

SNGCET employs a multi-faceted assessment strategy to evaluate student achievement of Course Outcomes (COs), Programme Outcomes (POs), and Programme Specific Outcomes (PSOs). Direct assessment of COs utilizes Continuous Internal Evaluation (CIE) tests, assignments, projects, seminars, and end-semester examinations. CIE tests and end-semester exams are weighted 70% and 30% respectively, with individual components within CIE (assignments, projects, etc.) receiving specific weightage based on marks allotted. Course-end surveys serve as an indirect assessment tool for COs. Target attainment levels are set for COs, with weightage assigned to various assessment tools. PO and PSO attainment is determined through a combination of direct and indirect assessments. The direct assessment of POs is calculated by multiplying the mapping between COs and POs by the CO attainment level. Indirect assessment of POs and PSOs is gathered through program exit surveys, alumni surveys, and employer surveys. The weightage for direct and indirect assessment of POs and PSOs is 70% and 30% respectively, with the indirect assessment portion divided proportionally between program exit surveys, alumni surveys, and employer surveys (1:2:1). This comprehensive assessment process ensures students are meeting program learning objectives and allows the institution to continuously improve its educational offerings.

Research, Innovations and Extension

SNGCET promotes innovation and knowledge creation through its specialized centers like IEDC, IIC, MSME, SIC, and LED Manufacturing Unit. Consultancy services provide technical expertise to local bodies and firms. The Industry Institute Interaction Cell bridges the gap between academia and industry. Tech Fest UDBHAVA and the National Conference on Technical Advancements in Engineering (NaCTAE) encourage entrepreneurship, research, and collaboration. The library provides a rich resource collection with digital access. SNGCET actively engages in social outreach activities to sensitize students and contribute to the community. Students and faculty members collaborate on projects like Life Mission Project, River Peruvamba DPR, and KSRTC Payyanur bus depot lift repair. They manufacture LED bulbs at a reduced cost for the local community. NSS volunteers participate in flood relief operations, distribute essential supplies, and support the disabled. Educational initiatives include distributing study kits and books to underprivileged students. Blood donation camps are conducted twice a year. NSS programs like tree planting drive, cleaning drives, and nurturing vegetable gardens for self-sustainable living. The college band entertains residents, and NSS volunteers clean tourist destinations. A clean home challenge promotes environmental consciousness. Grocery, vegetables, and financial assistance are provided to those in need. NSS volunteers maintain the Primary Health Centre and remove plastic waste. A garden promotes a clean and green environment. At Sacred Heart LP School, a vegetable garden is created, and educational murals are painted to enhance learning and sustainability. Digital awareness is provided to the members of Kudumbasree.These efforts have been recognized by various government and non-government institutions with certificates of appreciation for their social and environmental contributions.

Infrastructure and Learning Resources

SNGCET boasts of well-equipped infrastructure spread across a 25-acre campus. The Swami Ananda Theertha Block houses the administrative offices and labs for Computer Science and Engineering, Electronics & Communication and Electrical & Electronics Engineering. Dr. T P Balakrishnan Block features spacious, well-ventilated classrooms with Wi-Fi and smart boards. Each department has dedicated faculty cabins and computers with software. There are 49 labs with cutting-edge equipment. Other facilities include separate rooms for IEDC, MSME, NSS, SIC, restrooms, a medical and counselling center. Other facilities include canteen, water coolers in each block transportation, hostels, a board room, a guest house, UPS, generators, and solar power. The college has 219 computers with LAN and Wi-Fi, legal and open-source software, and 80 CCTV cameras. Two servers manage a high-speed internet connection. The ERP software, sngcet.etlab.in, is used for academic purposes. Seven seminar halls, equipped with Wi-Fi and audio-visual facilities, can accommodate 60 to 400 students. A central computing facility is also available. For cultural and sports activities, the college has an Arts Committee, a band, and clubs for nature, sports, staff, and hobbies. An annual college day celebration, a literary arts festival, and a technical festival are held. Outdoor courts for football, cricket, and volleyball, a playground, an indoor sports complex, a gymnasium, and a yoga room cater to the sporting needs of students. The automated library has over 22,000 books, ebooks, journals, and magazines. It uses the Book Magic Integrated Library Management System and allows access to digital resources through NPTEL, DELNET, NDLI, e-ShodhSindhu, and a digital repository. The library is open from 9:00 AM to 4.00 PM and offers lending services to students and staff. The IT infrastructure includes a wired network, a Wi-Fi network (SNG Campus), FTTH internet connections with 500 Mbps bandwidth, multiple servers with RAID5 configuration, Omeda controller, Digisol and TP-Link access points, network switches, a firewall, desktop computers, printers, and a Central Computing Facility. The campus is under CCTV surveillance and uses various software for library management, digital library systems, G Suite services, entrance coaching, educational institution operations automation, and biometric authentication.

Student Support and Progression

SNGCET boasts a well-established and active alumni association, the SNGCET Alumni Association (SNAAP), registered under the Societies Registration Act 1860. All graduates of SNGCET are automatically members of SNAAP. The association is governed by an Executive Council with a President (ex-officio the Principal of SNGCET), a Vice President, Secretary, Treasurer, and other elected members.SNAAP significantly contributes to the development of SNGCET through various initiatives. They organize annual alumni gatherings to reconnect graduates with their alma mater. More importantly, SNAAP provides valuable intellectual and professional capital to current students. Alumni deliver technical talks, participate in departmental advisory boards, and serve as resource persons, sharing their expertise and industry insights. SNAAP also facilitates partnerships between the college and alumni-owned companies. The college's Innovation and Entrepreneurship Development Centre's Incubation Centre houses start-up ventures by SNGCET alumni.Recognizing outstanding students, SNAAP presents the "Outstanding Student of the Batch" award during the convocation ceremony. By encouraging a culture of knowledge-sharing and supporting student growth, SNAAP plays a key role in SNGCET's pursuit of excellence. The association maintains an alumni database and facilitates ongoing interactions between alumni and the college.

Governance, Leadership and Management

SNGCET demonstrates a strong commitment to its vision and mission through its institutional governance and leadership structure. The Sree Bhakthi Samvardhini Yogam Trust, adhering to the motto of "Enlightenment through Education," manages the institution with a focus on fostering human values alongside technical expertise. The Governing Body, Advisory Board, Executive Committee, Principal, Academic Council, and Department Heads each play a crucial role in steering the institution's strategic direction.NEP implementation is reflected in the multidisciplinary courses offered, focus on skill development through projects and internships, and the integration of Indian Knowledge Systems into the curriculum. The college has witnessed significant growth in infrastructure, academics, faculty, and student enrollment. Collaborations with other organizations further fuel this expansion.A decentralized work culture empowers various hierarchical levels with ownership. The Principal exercises financial authority within designated limits, while the IQAC ensures effective teaching methodologies, upholds academic standards, and prioritizes student welfare. Department heads are responsible for performance evaluations, departmental meetings, and overseeing departmental activities. Additionally, various cells and committees address diverse institutional needs, contributing to the realization of the college's vision and mission.A well-defined strategic plan outlines goals for enhancing teaching and learning, industry interaction, student entrepreneurship, personality development programs, placements, e-governance implementation, research and development, campus sustainability, faculty well-being, and other institutional endeavors.

Institutional Values and Best Practices

Sree Narayana Guru College of Engineering and Technology (SNGCET) is committed to promoting a culture of innovation, creativity, and entrepreneurship among its students and faculty. The college has established a vibrant ecosystem through the Innovation Cell, which houses various wings such as the Innovation and Entrepreneurship Development Centre (IEDC), SNGCET Institution's Innovation Council (IIC), SNGCET Hosted Institute Business Incubation (HI/BI) for MSME, Software Incubation Cell (SIC), LED Manufacturing Unit, and Industry Institute Interaction Cell (IIIC).The IEDC equips students with the skills and knowledge to transform ideas into viable businesses. The IIC promotes innovation and entrepreneurial thinking within the

college. The HI/BI unit fosters innovation and entrepreneurship among startups and MSMEs. The SIC provides an environment that encourages students to develop their entrepreneurial skills. The LED Manufacturing Unit allows students to gain hands-on experience in bulb manufacturing and explore potential business ventures. The IIIC facilitates knowledge sharing and collaboration between industry and academia. SNGCET also has a well-established Research & Development (R&D) cell that encourages faculty and student research collaborations. Faculty members contribute their technical expertise by conducting laboratory tests for local bodies and government institutions. The college actively promotes entrepreneurship through various initiatives such as ED Clubs and participation in national schemes.In line with its commitment to innovation and entrepreneurship, SNGCET launched Project Emerge Innovate 2023 to establish an Innovation, Entrepreneurship, and R&D Centre. The college's latest initiative, Project Emerge Incubate 2024, aims to foster startup growth through incubation. Additionally, SNGCET has received approval for the HI/BI for MSME and is planning to build a Campus Park to provide startups and MSME with the resources they need to thrive.In conclusion, SNGCET's dedication to innovation and entrepreneurship is evident in its comprehensive approach. Through its various initiatives and facilities, the college empowers its students and faculty to translate their ideas into reality, contributing to the growth of the entrepreneurial ecosystem.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SREE NARAYANA GURU COLLEGE OF ENGINEERING & TECHNOLOGY
Address	SREE NARAYANA GURU COLLEGE OF ENGINEERING AND TECHNOLOGY CHALAKKODE P.O KOROM PAYYANUR KANNUR
City	PAYYANUR
State	Kerala
Pin	670307
Website	www.sngcet.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	LEENA A V	04985-201987	9447008398	-	principal@sngcet.ac.in
IQAC / CIQA coordinator	B MARY SONIA GEORGE	04985-201988	9446585931	-	iqac@sngcet.ac.in

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 minroity institution	No

Establishment Details

State	University name	Document
Kerala	A.P.J. Abdul Kalam Technological University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	[View Document](#)	15-05-2023	12	

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	SREE NARAYANA GURU COLLEGE OF ENGINEERING AND TECHNOLOGY CHALAKKODE P.O KOROM PAYYANUR KANNUR	Rural	25	25927

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Civil Engineering,	48	XII STD	English	60	14
UG	BTech,Computer Science And Engineering,	48	XII STD	English	60	60
UG	BTech,Mechanical Engineering,	48	XII STD	English	60	11
UG	BTech,Electrical And Electronics Engineering,	48	XII STD	English	30	11
UG	BTech,Electronics And Communication Engineering,	48	XII STD	English	30	15
PG	Mtech,Civil Engineering, COMPUTER AIDED STRUCTURAL ENGINEERING	24	B.Tech	English	24	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	5				11				46			
Recruited	0	1	0	1	3	4	0	7	46	0	0	46
Yet to Recruit	4				4				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				12
Recruited	8	4	0	12
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				14
Recruited	12	2	0	14
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	1	3	0	0	0	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	1	0	14	32	0	49
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	39	0	28	0	67
	Female	37	0	9	0	46
	Others	0	0	0	0	0
PG	Male	2	0	0	0	2
	Female	1	0	0	0	1
	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	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	39	44	27	32
	Female	30	10	25	30
	Others	0	0	0	0
General	Male	4	7	7	5
	Female	9	3	4	2
	Others	0	0	0	0
Others	Male	24	11	9	14
	Female	16	10	8	7
	Others	0	0	0	0
Total		122	85	80	90

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	SNGCET recognises the foresight of the National Education Policy which aims at providing education in par with global standards in order to develop our country's workforce as global citizens. As an affiliated institution of APJ Abdul Kalam Technological University, students are encouraged to pursue multidisciplinary courses by opting minor programs. Interdepartmental electives are offered to expose the students to emerging areas in engineering other than their core branches. Students are encouraged to pursue multidisciplinary/interdisciplinary projects.
2. Academic bank of credits (ABC):	The Academic Bank of Credits (ABC) scheme has provisions of storing the academic credits of the students digitally Sree Narayana Guru College of Engineering and Technology is in the process of implementing the NEP and the institution has registered under NAD.. The College shall follow the structure prepared by the affiliating University in this regard
3. Skill development:	First year students are given soft skill training during induction in order to develop skills such as communication, teamwork, problem-solving, creativity which enhances their confidence etc. Students are encouraged to do Internships which equips them with practical skills and industry-specific knowledge, allowing them to forge a seamless transition into the workforce. Professional societies like CSI, ISTE functioning in the institution are actively promoting activities for the skill development of the students. Add-on courses are being offered and MOU's have been initiated with various industries in emerging areas to provide hands on training to students .
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institution places a high emphasis on Indian knowledge systems and culture. All classes and events at the college begin with a prayer in the regional language. Indian culture is promoted by celebrating various festivals. Indian art forms are performed at arts festivals organized in the college. All major programmes conducted in the campus start with a Prayer song and the lighting of the traditional lamp. First year students are given sessions on Yoga during the induction programme. The Nature Club members have placed name boards on all trees in the campus which includes the regional language name

	as well as the botanical name.
5. Focus on Outcome based education (OBE):	Outcome-based education is a system where all the aspects of education are focused on the outcomes of the course. The students take up courses with a certain goal of developing skills or gaining knowledge and they have to complete the goal by end of the course. The curriculum of the affiliating university is followed by the college. Faculty members define Course Outcome's (COs) for courses not already specified by the University, using the Revised Blooms Taxonomy. Faculty members also revise the COs if needed. All assessments are associated with relevant COs. COs are mapped to Programme Outcomes (PO) and Programme Specific Outcomes (PSO), and their attainments are computed. Teachers convey COs, POs, and PSOs to students at the start of each semester. Course Exit Surveys and Program Exit Surveys are conducted and used to evaluate the attainment of COs, POs, and PSOs and to assess whether the student has attained the outcome.
6. Distance education/online education:	Currently, the college does not offer any distance learning programmes as it is an affiliated institution. Faculty use ICT for online instructions and have embraced innovative teaching learning techniques. MOODLE was used previously. LMS (etlab) is being used to upload notes, video lectures, and course materials and can be accessed by students and staff members. Faculty members attend Online workshops and Online Faculty Development Programs to update their knowledge. The institution encourages students and faculty members to enroll in online courses offered by the NPTEL and SWAYAM platforms.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, an Electoral Literacy Club has been set up in the college on
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, The ELC coordinators and members are selected by the Principal of the college. The ELC is functional with the following office bearers: Ms. Shilpa Valsakumar, - Teacher Coordinator, Mr. Vaisakh M Nayanar – Member Ms.. Nimisha K– Member Mr.

	Gangadharan – Member Mr. Sidharth K – S6 ME Ms. Neehara Sajith – S6 CE
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Electoral Literacy Club of SNGCET engages the students in activities to familiarize them on the electoral process and to sensitize them on their electoral rights. The Club organized a campaign "Mera Pehla Vote Desh Keliye". Several students who are first time voters in the age group of 18-21 years, pursuing their graduation actively participated in the event.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	"Your Vote Matters" posters were circulated to encourage all viewers to cast their vote and voting awareness campaign reels were circulated in social media.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	In order to find whether all the students have registered voter id, all students of SNGCET were asked to fill the details in a google form. The students who did not have voter id were encouraged to complete the voter id registration as soon as possible. They received counselling regarding the significance of their right to vote.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
408	414	449	483	516

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

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

Response: 54

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	18	30	12	15

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
367.25946	231.95049	225.48842	307.76391	315.97569

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

- **Academic Council and other academic committees such as Internal Quality Assurance Cell (IQAC), Department Advisory Committee (DAC), Program Assessment Committee(PAC)** plan curriculum delivery and suggest strategies for monitoring the course delivery.
- Internal Quality Assurance Cell (IQAC) oversees the preparation of the institution's **Academic Calendar, Academic Milestones, Department Academic Calendar and Timetable based on KTU Academic Calendar**.
- The Head of Department assigns **courses and responsibilities** to each faculty member.
- Course diaries comprise of **syllabus, CO-PO mapping, lesson plan, teaching methods, assessment plan, targeted attainment levels, student attendance data and attainment calculation.** The lesson plan is approved in the **course team meeting** during commencement of the semester.
- The effectiveness of the COs, identified Gaps and Content beyond syllabus are checked in the **Subject Group Meeting** conducted in each department.
- Faculty deliver lectures and **update lecture topics** in **course plans** ensuring alignment with **syllabus**.
- The Chairman of each **Class or Common Course Committees** conducts three Class committee /Course committee meetings every semester.
- The **Senior Faculty Advisor (SFA) and Faculty Advisor (FA)** of each **class conduct** three advisory committee meetings every semester.
- . Students' **strengths and weaknesses** are identified through class tests and university examinations
- **Remedial Classes** are conducted for students based on their academic performance.
- Students enrolled in **Massive Open Online Courses** (MOOCs) have access to materials in advanced topics.
- **Talks** and **workshops are conducted by industry experts** to improve communication and partnership.
- Engagement with the industry is enhanced through **internships and active membership in professional bodies such as IEDC, IIC, CSI, and ISTE**.
- Students are encouraged to write competitive examinations like **GATE and IELTS.**
- VIHAN, an **induction program**, introduces first-year students to technology and social consciousness, preparing them for their academic journey before regular classes begin.
- **Academic Audit by IQAC** is conducted twice in a semester to ensure effective implementation of teaching learning process and curriculum. KTU conducts an external audit once in a semester.
- **Student's feedback** is collected twice per semester, motivating faculty to enhance course delivery methods based on the feedback.

- **Peer evaluation,** overseen by the HOD, occurs once per semester to ensure accountability and improve teaching quality
- Continuous assessment of students' performance measures their progress toward **attainment of Course Outcomes**.
- **Continuous Assessment** is conducted **by Continuous Internal Evaluation (CIE) Tests, Assignments, Tutorials, Seminars and Projects**
- The **Module Coordinator** along with **Heads of Department scrutinise and approve all question papers for CIE Test.**
- Question papers utilize **Bloom's Taxonomy** to gauge students' cognitive levels. Question paper and scheme of evaluation are prepared by the faculty, checked by the Module Coordinator and approved by the Head of Department.
- The **Internal Examination Cell** prepares the timetable for **Continuous Internal Evaluation (CIE) tests, seating arrangements, invigilation duty lists and communicates** them to the relevant stakeholders.
- Any student **who has a valid reason for missing one or more of the Continuous Internal Evaluation (CIE) test is permitted to appear for the retest.**

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 40

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

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 27.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
124	117	129	119	130

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

The educational program at APJKTU addresses interdisciplinary concerns such as **Professional Ethics, Gender, Human Values, and Environmental Sustainability Practices.**

Professional Ethics:

- Professional Ethics course raises awareness about ethics and the importance of human values in professional environment.
- 120 university curriculum courses (104 in UG and 60 in PG) address professional ethics and ethical issues.
- A **good code of conduct encourages** students to be responsible citizens.
- The college arranges yearly **charity visits** with the intention of educating students about their social responsibilities.
- The institute organizes **anti-drug campaigns** to raise awareness and combat substance abuse among the student community effectively.

Gender Equality:

- **Gender-related topics** are covered in 124 courses out of which 110 UG and 14 PG courses.
- **Women Cell** operates in accordance with **APJKTU and AICTE guidelines.**
- **Self-defence and wellness programs** are organised for female students and staff.
- Equal access in sports empowers girls, developing confidence and breaking gender stereotypes.
- **The college has 40% female representation among students and 66% representation of women in administrative roles.**
- In order to assure this equity, a number of different committees have been established, including **the Staff Welfare Committee, the Students' Grievance Redressal Committee, the Students' Welfare Committee, Counselling Centre, Women's Grievance Redressal Cell and Anti-Ragging Committe**e
- To provide enhanced facilities to female students, the campus designates **comfortable resting rooms** exclusively for them.

Human Values:

- The program includes 74 **courses (58 UG and 16 PG)** that focus on human values.
- **Human values are imparted to first year students** during the induction program.
- **NSS unit** engages the students in year-long extension and social outreach initiatives to support national development.

- Periodic **mentoring sessions** are held to provide guidance and support, for personal and professional development among participants.
- **Placement training sessions impart human values** and soft skills **to the trainee.**

Environment & Sustainability:

- The program includes **196 courses (164 UG and 32 PG)** that focus on **Environment and**

Sustainability.

- The **Nature Club at SNGCET educates students on habitat protection, gardening stresses the need for creating a green and eco-friendly campus**.
- Over 100 tree species and traditional **medicinal herbs** are found on the campus.
- **Nature Club celebrates World Environment Day** every year to create awareness among the students, plantation drive is held every year.
- As a part of the **National Service Scheme (NSS)** students are involved **in blood donation, planting of trees and organising cleaning drives**.
- Students get a better understanding of the ecosystem and other environmental variables via the study **of various subjects.**
- **A 5kW grid-connected solar panel is installed on the roof to harness clean energy, promoting sustainability and reducing environmental impact.**

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

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

Response: 74.51

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

Response: 304

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 35.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
132	93	92	92	123

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
324	324	324	264	264

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 21.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	24	11	9	15

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

2022-23	2021-22	2020-21	2019-20	2018-19
67	67	67	67	67

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 20.4

2.3 Teaching- Learning Process

2.3.1

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

Response:

The pedagogical approach adopted by SNGCET is centred on active learning with a focus on providing the best learning experience to the students. Faculty members devise their course plan by inculcating Outcome Based Education methods integrating student-centred approaches, such as experiential learning, participative learning and problem solving methodologies.

- **State of the Art laboratories** contribute to the various learning methodologies
- Final year student **projects** are oriented towards addressing specific problems and employ scientific research methodology to identify and implement feasible solutions.
- Project guides assist in writing **research papers** from selected projects.
- **Tutorial classes** for analytical courses employ peer learning and group tutorials.
- Students are encouraged to participate in **project competitions, paper presentations, design contests, webinars, competitive exams and technical fests.**
- **Seminars** are an integral part of the academic curriculum, wherein students engage in focused discussions and critical analysis of emerging areas.
- The educational institution has implemented **ICT-enabled teaching facilities, whereby smart classrooms, meeting halls and seminar halls are equipped with digital teaching tools,**
- Educators employ **infographics, online lectures, instructional materials, videos and web-based activities** to enhance the engagement and efficacy of their instructional sessions.
- Students suggest solutions to **real-world challenges via workshops, case studies, hackathons, and field projects**
- Institution offers comprehensive e-learning resources like **WiFi , NDLI club membership, a digital library, e-books, e-journals, e-data bases, NPTEL chapter, DELNET, DSpace**.
- Students interact with industry professionals during brief **industrial visits.**
- Students participate in **internships and industrial training programmes** of varying lengths, which are specified by their respective courses.
- **Software Incubation Cell and Innovation Cell** equip students with problem-solving abilities.
- **LED manufacturing unit** offers experiential learning to students.
- Students attend talks by **Industry Experts, academic experts and interactive sessions** with successful **alumni through programms like alumni talk**
- Students engage in **real-time and societal projects**, **funded by external organizations**, few innovative projects were featured in **newspapers**.
- SNGCET is affiliated with professional bodies like **CSI, ISTE**, offering students field exposure.
- Programs and apps offer daily updates. **WhatsApp, Instagram, and Facebook** promote discussions and information exchange. **YouTube videos** are employed during revision classes and **online classes** aid discussions and remedial sessions.
- **Quiz competitions** gauge students' technical ability, empowering them to assess and enhance their skills.
- Students enhance skills through **Additional Skill Acquisition Programs (ASAP).**
- **Mini Projects** bring out the **ability** of the students to **solve** minor real world problems.
- **Design based experiments** kindle their critical level of thinking which sharpen their enthusiastic mind-set.
- **Add-on courses** assist the students to obtain additional technical skills.
- **NSS activities** nurture students' awareness and emphasise their role in diverse societal support endeavours.
- **Mentors** guide their **mentees** and create a safe and secure environment for the students to augment their learning capabilities.

- **Counsellors** help students identify goals and orient them to achieve them without emotional turmoil**.**

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 36.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
52	52	52	52	52

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

2.4.2

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

Response: 3.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	0	0	0

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Internal and External Assessment

- The **guidelines set forth by the University** pertaining to the implementation of Continuous Internal Evaluation (CIE) and University Examinations are adhered to for both Under Graduate(UG) and Post Graduate(PG) programmes.
- The constituents of the CIE are comprises of three elements: **attendance, two** CIE **test papers and tutorials/assignments/seminars.**
- Examinations are conducted in a **centralised manner.** The evaluation process is scheduled, executed and closely monitored by the **Examination Committee**.
- The CIE **test question paper** is formulated in accordance with the prescribed syllabus structure in the format prescribed by Internal Quality Assurance Cell(IQAC).Each question is linked to a course outcome and classified according to the Bloom's Taxonomy.
- The **CIE test** question paper for each course undergoes a thorough scrutiny by both the Module Coordinator and the Head of the Department.

- The results of the CIE test is released within a week, students can review their individual answer sheets ensuring transparency in the process. The CIE test **results is presented in the academic council** and to **parents/guardians during Class Parent-Teacher Association meetings**. The **consolidated CIE marks are published on the notice boards** of the classroom at the end of the semester which is approved by the concerned HOD and the Principal.

- **Remedial classes** are organised for **slow learners** who are identified, based on their performance in the class tests and previous university examination.

- The institution has implemented a **Comprehensive Campus Management System**. This system provides access to information regarding both attendance and performance outcomes in the **CIE test**.
- Students are informed of the **CIE test** schedules, guidelines, policies and outcomes via **academic calendars, handbooks, circulars**, **notice boards** and through **Whatsapp messages.**
- Students **experiencing health issues are assigned classrooms accordingly for both internal and external examinations**.
- In the event that a student is unable to attend the **CIE test**, he/she may submit **a request for a retest**. The **Principal's approval** of the request allows retest.
- In the event of any inconvenience experienced by several students on the scheduled date, the internal examination dates are rescheduled for genuine reasons only.
- Internal marks are discussed in third **class/course committee meetings**. During the first and second **class/course committee meetings,** students have the opportunity to offer their suggestions and measures are taken to resolve the issues forwarded to relevant committees that are operating in the college.
- The final internal marks are entered into the **APJKTU online platform** by the course faculty and forwarded to the University by the Principal

Grievance Redressal System

- The **student grievances pertaining to any matter can be resolved through Class Advisor, Head of the Department and the Principal.**
- The College's **Grievance Redressal/Appeal committee** which is operational welcomes student complaints and grievances.
- Students dissatisfied with the Student Grievances Redressal Committee decision can appeal to the **Ombudsperson within 15 working days**.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

- The institution is committed to continuous improvement and has integrated **Outcome Based Education (OBE)** principles into its teaching, learning, and assessment methodologies.
- The **Program Outcomes (POs)** are common for all programs across the Departments.
- During the **Department Advisory Committee** meetings, the members brainstorm and formulate the Program Specific Outcomes (PSOs).
- The course syllabus forms the basis for framing the **Course Outcomes** (COs), which encompass the knowledge, skills, and attitudes students are expected to gain by the end of the course.

- The institution displays Program Outcomes, Program Specific Outcomes, and Course Outcomes for all its programs on the **college website**, department wise and spanning from the first to the fourth year. This serves as a means for familiarising the teachers, students, and other stakeholders.
- The Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) are exhibited in **the Department**.
- Programme Outcomes (POs) are exhibited in various locations throughout the college, including the **Principal's office, Reception, Department Laboratory blocks and. Library.** They are also printed in the **Laboratory Record and student hand book**.
- The IQAC has included the **POs, PSOs, and COs in the course file and campus automation** software.
- The 2019 regulation of the **APJKTU** for the Bachelor of Technology programme has incorporated the inclusion of **COs within syllabus of each course.**
- The **laboratory manuals,** which are created by the faculty members, contain the prescribed Programme Outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes (COs).
- Teachers explain the pattern of the Continuous I**nternal Evaluation test question paper** and its association with the Course Outcomes to the students.
- The APJKTU **employs a clearly defined process** to evaluate the achievement of COs, POs and PSOs.
- The evaluation of the attainment of Course Outcomes (COs) and Programme Outcomes (POs) encompasses **all components of the curriculum, including theory, laboratory work, seminars, and projects.**

- The institution regularly assesses the attainment of Program Outcomes (POs), Course Outcomes (COs), and Program Specific Outcomes (PSOs).
- The Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs) are evaluated at the end of each semester.
- **Different departments for a specific program, will calculate the attainment of each PO and PSO while accounting for all of the COs across the curriculum.**
- **Targets are set** in order to confirm whether POs have been attained and the desired outcome is achieved.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institution assesses the **attainment of Course Outcomes (COs**) within **individual courses**, as well as **Programme Outcomes (POs) and Programme Specific Outcomes (PSOs)** within a given programme.

The evaluation Course Outcomes (COs) and Programme Outcomes (POs) attainment based on curriculum **theory, laboratory work, seminars, and projects.**

The evaluation of a student's performance in a given course can be calculated by employing both **direct and indirect assessment tools** for CO and PO.

Assessment of Various Outcomes

Direct Assessment

- Continuous Internal Evaluation Test,
- Assignments / Tutorials/Projects/Seminars
- End Semester Examination.

Indirect Assessment

- Course End survey
- Program Exit Survey
- Alumni Survey
- Employer Survey

CO Attainment

Percentage Weightage for Direct and Indirect Assessments

Direct – 80%

Indirect- 20%

TARGETS FOR CO ATTAINMENT

First time

Internal Evaluation: **Average of Internal Marks** for the same Course and Programme in the previous 3 Academic Years.

End Semester Exam: **Average of End Semester Examination Marks** for the same Course and Programme in the previous 3 Academic Years.

Subsequent Academic Years

Not less than Previous Year Target, Continuous Improvement Desirable

CO Assessment

- The achievement of Course Outcomes (COs) in Engineering Programmes is determined by a weighted average **of direct and indirect assessment methods, with a ratio of 80:20.**
- The direct assessment tools consist of both **Continuous Internal Assessment and End Semester evaluations, with a weightage ratio of 70:30.**
- The assessment tools utilised internally consist of **assignments, series tests, projects and seminars** which are assigned weightage based on their marks.
- **Every question in the internal evaluation question paper is linked to a learning outcome.**
- However, this process is not applicable to End Semester Examinations due to the **unavailability of CO marks distribution on a question-wise basis.**
- **The ultimate grade scored** by pupils in end semester assessment is used for direct evaluation computations.
- The **Course End Survey** an indirect assessment tool for assessment of Course Outcomes (CO) involves feedback from students and the **average score for each CO** is computed based on the responses received.
- The **target levels, expressed as a percentage of marks, vary across different direct** assessment tools.

PO and PSO Assessment

The course handling faculty has to **establish a correlation between the Course Outcomes (COs) and Programme Outcomes (POs) and Programme Specific** Outcomes (PSOs) using the levels. The attainment of each Programme Outcome (PO) in a given course is determined by a percentage weightage of **direct and indirect assessments, with a ratio of 70:30**

- The assessment of a **Programme Outcome (PO)** is determined by multiplying the **mapping between Course Outcomes (COs) and Programme Outcomes (POs)** by the level of attainment of the COs.
- The assessment of PO through indirect means is derived from three sources, namely the **Programme Exit Survey, Alumni Survey and Employer Survey**, with a proportional distribution of **1:2:1.**
- **PSOs are also calculated using the same methodology as POs**.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.3

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

Response: 70.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
45	71	91	108	113

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

2022-23	2021-22	2020-21	2019-20	2018-19
98	127	120	129	134

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.59

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.07	0	0.87	0	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The Institution endeavours to inculcate a technical orientation, encourage innovation, and promote lifelong learning among its students. This is achieved through a range of programmes designed to facilitate the creation and dissemination of knowledge.

Specialised Centres:

Innovation and Entrepreneurship Development Centre (IEDC)

The **Innovation and Entrepreneurship Development Centre (IEDC)** at SNGCET under the **Kerala Start Up Mission (KSUM)** is committed to offering assistance to students in the conversion of their concepts into prototypes. The IEDC is currently organising a variety of orientation and motivational programmes.

Institution's Innovation Council (IIC)

Institution's Innovation Council at SNGCET under the **Ministry of Education(MoE)** is a vibrant hub cultivating a culture of innovation, entrepreneurship and problem-solving. The cell provides a dynamic platform bridging academia with industry, nurturing an innovative instinct among students through dynamic workshops, engaging seminars, and collaborative hackathons.

Micro Small and Medium Enterprises(MSME)

Micro, Small and Medium Enterprises (MSME) under the Ministry of MSME constitutes the backbone of global economies, representing a diverse array of businesses. These enterprises, with limited manpower and resources, drive innovation, employment and economic vitality.

Software Incubation Cell (SIC)

The **Software Incubation Cell (SIC)** aims at an initiative to establish an environment that promotes the development of entrepreneurial skills among students, enabling them to evolve from job-seekers to job providers. This will be achieved by leveraging the theoretical and practical knowledge acquired from the institution.

LED Manufacturing Unit

LED bulb manufacturing unit makes our students self-efficient in the field of bulb manufacturing and the unit conducts for the students several workshops to begin their own start up idea in the respective field.

.**Consultancy Services**

The faculty members also offer technical expertise by conducting laboratory tests for local bodies, state government institutions and private firms related to construction field.

Industry Institute Interaction Cell (IIIC)

An Industry Institute Interaction Cell was constituted with following objectives

- To generate Memorandum of Understanding with Industry for Knowledge sharing
- To gain insight into the innovations in the industry.
- To conduct internship in the relevant areas of Engineering

Intelluctual Property Rights (IPR) Cell

Intellectual property plays an important role in providing a competitive edge to the institution.To encourage. protect,manage and commercialize Intellectual Property such as Patent, Copyright, Trademark etc. an Intellectual Property Right Cell was constituted.

Tech Fest

SNGCET conducts an annual Tech Fest UDBHAVA aimed at establishing a robust platform within the institution to foster entrepreneurship and promote start-up initiatives. All department associations come

together for this tech event, each hosting their own activities under their association names.

NaCTAE

The National Conference on Technical Advancements in Engineering (NaCTAE), the national conference of SNGCET showcased a fusion of intellectual discourse and diverse perspectives. Eminent speakers shed light on different topics, sparking lively discussions.Workshops and seminars provided valuable insights, promoting collaborative learning.

Library Resource

The library houses an impressive collection of 22,275 book volumes.Our Digital Library System is featured with 4350 e-books. SNGCET is an Institutional Member of DELNET. The institution has the membership of National Digital Library of India Club.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.2.2

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

Response: 16

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	0	5	2	2

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	03	02	0

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

3.3.2

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

Response: 0.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	10	7	2	2

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

The participation of both students and faculty members in social activities can make a substantial contribution towards the advancement of society. The institute has promoted active involvement of students in various student organisations such as NSS, ISTE, NPTEL and CSI.

Extension Activities

- A Detailed Project Report (DPR) was submitted to Local Self Government Department on Life Mission Project proposed at Erattakkulam in Peringome Panchayat by the students and staff of our college.
- A Detailed Project Report (DPR) of River Peruvamba (Perumba) was submitted to Water Resources Department, Government of Kerala by the students and staff of our college
- An overhauling work to reinstate the hydraulic lift to lift the buses at KSRTC Payyanur Depot was completed by the staff and students of our college.
- LED bulbs were manufactured at a reduced cost and subsequently disseminated to local community and to the residents of Mampoil village.
- The NSS volunteers of SNGCET visited and distributed toys and equipment for their physiotheraphy to the inmates of Idam the rehabilitation centre for Endosulfan affected children founded by Ms.Dayabai .
- The charitable initiative of distributing lunch packets in old age homes on special occasions is referred to as Sas Sneham Oru unn.
- Study kits were distributed to economically disadvantaged students across several schools. Books were donated to the library.
- Blood donation camps are conducted twice in a year.

- Enrichment programmes aimed at enhancing the skills and knowledge of Kudumbasree members

was conducted.

- "Thalavinu Thanalekam" a tree plantation drive was conducted as a part of NSS residential camp at Thalavil a village near the Perumbadav.
- A cleaning drive was conducted in family health centre Thalavil as a part of NSS activity.
- In Thalavil, economically disadvantaged households were provided with vegetable gardens to foster self-promote self-sustainable living.

- The college band conducted an entertainment program for the residents of Thalavil.
- NSS volunteers organized a cleaning drive in and around Kanayi Kanam clearing the area of plastic bottles and other waste materials to preserve its natural beauty
- The students and staff of SNGCET participated in a clean home challenge conducted by NSS
- NSS and the Nature club collaborated to organize a tree planting drive in the college.
- Paper pen distribution was done among the faculty and staff members to reduce the use of use and throw pens.
- Grocery and Vegetables were distributed to economically weaker localities of Mampoil and also financial assistance was given towards people requiring health care as part of seven-day residential camp conducted by NSS.
- The NSS volunteers undertook the cleaning and maintenance of the Primary Health Centre in Mampoil during the NSS camp.
- Plastic Wastes were collected in Mampoil Junction and disposed by proper means.
- A garden was created at the heart of Mampoil town to promote clean and green environment.
- At Sacred Heart L.P. School, Mampoil, a vegetable garden created and educational murals were painted on the walls to enhance learning and promote sustainable living.

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

3.4.2

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

Response:

The institution is actively involved in various extension activities for which the institute has been recognized by several prestigious Government institutions and non-government institutions.

Recognition by Government Institutions

- A Certificate of Appreciation was awarded to the institution by Government of Kerala for the active participation in the Preparation of a Detailed Project Report for Life Mission Habitat

Project in Peringome Vayakkara Grama Panchayath.

- A Certificate of Appreciation was awarded to the institution by Water Resources Department, Government of Kerala for completing successfully the field studies, Water Sample Collection and Analysis in the designated stretch of River Peruvamba (Perumba) in connection with the preparation of a Detailed Project Report for Abatement of Pollution and Rejuvenation of 21 rivers in Kerala.
- A Certificate of Appreciation was awarded to the institution by Kerala State Road Transport Corporation for reinstating the hydraulic lift for heavy duty vehicles at the KSRTC depot, Payyanur.
- An Innovation and Entrepreneurship Development Center (IEDC) was established and certified by Kerala Startup Mission.
- A Certificate of Appreciation was awarded to the institution by Ministry of Commerce and Industry, Government of India for the active participation in the National Intellectual Property Awareness Mission(NIPAM) launched by the Government of India on the occasion of the 75th anniversary of Independence under the banner of "Azadi Ka Amrit Mahotsav".
- A Certificate of Recognition was awarded to the institution for the involvement in TEXPO 22 organized by Government Technical High School Naduvil.
- A certificate of Appreciation by Kerala State Blood Transfusion Council was awarded to the institution for organizing a voluntary blood donation camp with the support of Blood Centre District Hospital Kannur.
- A certificate of Appreciation by Payyanur Co-operative Hospital Society was awarded to the institution for organizing a voluntary blood donation camp with the support of Trikaripur Blood Donors.
- A certificate of Appreciation by Udhyagiri Grama Panchayath was awarded to the institution for conducting cleaning activity at Primary Health center Mampoil.
- A certificate of Appreciation by Sacred Heart L.P. School was awarded to the institution for conducting various academic and non academic activities.

Recognition by Non-Government Institutions

- A certificate of Recognition by Tata Consultancy Services (TCS) for outstanding achievement in making the CWE and GATE online assessments an enormous and resounding success.

These awards serve not only as recognition of our past achievements but also as a motivation to continue our mission of serving the community. It is inspired to keep pushing the boundaries of what is possible through extension activities and to set new benchmarks for excellence.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.3

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

Response: 18

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	2	0	0	1

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

3.5 Collaboration

3.5.1

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

Response: 10

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institution founded in 2003 and has a vast campus spanning **25 acres**, with a built-up area of **25927 sq.m. Five undergraduate programmes and one postgraduate programmeare conducted by the college**.

The Swami Ananda Theertha Block of the institution houses **the Principals room, the IQAC room, the office, the board room, the library, the laboratories of the Departments of Computer Science and Engineering, Electronics and Communication Engineering and Electrical and Electronics Engineering.**

Dr. T P Balakrishnan Block consists **of 25 classrooms equipped with ample furniture, green boards and a public address system, while also being spacious and well-ventilated.** Classrooms are equipped **with Wi-Fi facilities to enhance the teaching and learning process. 8 smart classrooms are available.**

Each department has **desktop computers and printers for the faculty members and each faculty is provided with a cabin. 49 laboratories as per** the curriculum are conducted with cutting-edge equipment and software.

The other facilities are as listed below

- **Separate rooms are provided for IEDC, MSME, NSS, and SIC.**
- **Rest rooms for** female students.
- **Medical and counselling centre**.
- **Well-furnished canteen**
- **Water coolers** are placed in each floor of all blocks.
- **Transportation facilities** are provided for students and staff.
- **Girls and Boys Hostels can accommodate 250 students each**.
- **Board room and a Guest House.**
- **UPS, indoor diesel powered generators, on grid solar power generation** are also available

The college is equipped with **219 computers with LAN and Wi-Fi access, 100 legal system softwares and 119 open source** softwares.**80 CCTVs are installed within the** campus. There are **two major**

servers. The **Internet FTTH connection has a speed of 300 Mbps** The **ERP software sngcet.etlab.in is** used for the academic purposes. The institute has **seven seminar halls, equipped with Wi-Fi and Audio Visual facilities, five of them are capable of accommodating up to 60 students.** The other two seminar halls **Swami Bodhanandha Hall and Mahakavi Kumaranashan Hall can accommodate up to 100 students and 400 students respectively. The college has a Central Computing Facility.**

The institution consists of an **Arts Committee**, headed by the **Arts Advisor** and supported by both faculty and students. **INDIE TRIBE, the College Band**, engages enthusiastically in various events, showcasing their vibrant musical talents. The campus hosts **'SATVI,' the annual college day,** a celebration filled with cultural activities. LAYAM' the Arts fest and 'UDBHAVA' the technical festival enable student to showcase their talents..The college also has **Nature Club, Sports Club, Staff Club and Hobby Club**.

The institute has outdoor courts for **Football, Cricket, and Volleyball**, and a playground to accommodate a range of athletic pursuits. The athletic event of the college is known as **'Triumphus'.** The institution boasts of separate teams for **Cricket, Football, Volleyball, Kho-Kho, Kabbadi, Table Tennis, Hand Ball and Badminton**, The sports complex accommodates numerous indoor sports facilities, including **Badminton, Table Tennis, Chess, and Caroms**. The institution has a Gymnasium and fitness center equipped with various equipments. **Y**oga sessions are conducted** for stress and anxiety relief.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.1.2

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

Response: 7.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
50.4091	16.10985	9.4268	21.3925	9.11557

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

- The Central Library of our institution has an **excellent collection** of books related to engineering, technology, industry, management, science, humanities and other general topics.
- The library is **automated with Book Magic,** the Integrated Library Management System(ILMS). Book Magic is an user friendly integrated system for windows.
- ILMS has **9 Modules Database/Technical** processing/Cataloguing module, Circulation/Counter transaction /Issue and return module, Acquisition control module, Serial control module, Administration module, OPAC (search) module, Reports module, Article indexing module, Digital library resources cataloguing module.
- The books are organised and classified based on the **Dewey Decimal Classification Scheme** and arranged on shelves in accordance with their respective call numbers.
- The library follows the **Open Stack Access Policy** for its members.
- The students and staff can search in the central library collection from the advanced **Online Public Access Catalogue (OPAC)** by checking the computer in the library.

Name of the ILMS Software: Book Magic

Nature of Automation: Fully Automated

Version: 4.00

Year of automation: 2010

- A collection of **22275 volumes, 6609 titles and 4350 ebooks** are available. Library has a collection of Magazines, Journals and Newspapers.
- The Library facility is available for staff and students from **9;00 a.m to 4.00 p.m on** all working

days.

- **Six books shall** be lent to UG students **and seven books shall be lent to PG students** for a period of twenty-eight days. **Eight books shall be lent** to teaching staff for a lending period of one month.
- All books issued and returned are recorded **by the software** and all the books are bar-coded.
- The Central library offers a dedicated facility for users to access Digital Library using desktop computers which is equipped with internet access **through LAN with 100 Mbps bandwidth.**
- **Previous question papers** of University Examinations are available through the **digital library.**
- Library has a membership **in National Digital Library of India (NDLI)** which is sponsored and mentored by Ministry of Education, Government of India, through its National Mission on Education through Information and Communication Technology (NMEICT).
- The library provides access to **online databases of NPTEL, DELNET and NDLI** which are digital repositories containing textbooks, articles, videos, audio books, lectures, simulations, fiction and all other kinds of learning media.
- Central Library also has membership in **e-ShodhSindhu;** consortium for higher education electronic resources which provides access to e-resources of universities, colleges and centrally funded technical institutions in India.
- Library Digital Repository has been developed with the help of open source software, **DSpace** in order to collect, preserve and make accessible the scholarly and professionalliterature.
- The library has **Reprographic Facility, Document Scanning Facility, Document Printing Facility and also Surveillance Camera.**

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

The IT infrastructure facility at Sree Narayana Guru College of Engineering and Technology is adequately equipped.The institution regularly upgrades its Information Technology infrastructure, encompassing wireless fidelity, computer systems, and other equipment pertinent to information technology.

- The establishment comprises of a **Wired Network,** specifically the SNGCET star topology, **and a Wi-Fi Network**, denoted as SNG Campus. The educational institution possesses a pair of FTTH internet connections, namely **BSNL-500Mbps**
- The educational institution is outfitted with **distinct servers.**The aforementioned servers have been configured with RAID5.
- The provision of **Wi-Fi is** facilitated through the utilisation of a Omeda controller in conjunction with access points from Digisol, and TP Link.
- There are 6 Numbers of TP-Link AX1800 WIFI 6 Access Points and one Omeda Controller in the college
- The management of the wired network involves the utilisation of a total of **45 network switches.**

Gigabyte unmanaged switches-40

POE Gigabyte switches -4

L2 fibre core switches-4

- The Campus utilises ForiGate 100F **hardware firewall** to facilitate the routing and sharing of the internal network to all servers and computers.
- The campus is furnished with over **202 desktop computers** that are equipped with processors of core i5, i3 and Dual Core along with RAM of 8/4/2 GB and hard discs of 1TB/500GB. These computers are also connected to LAN with a speed of 500/100Mbps. Additionally**, printers** are also available on the campus. **The college consists of a Central Computing Facility(CCF).**
- The entire campus is under surveillance through a **Closed-Circuit Television (CCTV)** network.
- The educational institution possesses **a website with** dynamic features and maintains an active presence on various social media platforms.
- **The Book Magic Library** Management Software is a system designed for managing library operations.
- **Dspace** software is used for digital library system
- The institution of higher education possesses a licenced version of **G Suite.**
- **The App EDU@SNC** is used for giving entrance coaching as a part of social service activity.
- **The etlab software** is designed to automate the routine operations of educational institutions.
- **Biometric authentication system**s, such as **fingerprint readers and RFID technology,** are utilised for the purpose of recording employee attendance.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3.2

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

Response: 1.92

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

Response: 212

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 4.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
42.34	5.75	2.8	9.68	6.10

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 58.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
207	233	282	282	330

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 37.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
224	76	217	160	170

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 15.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	18	26	8	13

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

2022-23	2021-22	2020-21	2019-20	2018-19
95	128	130	129	128

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

5.2.2

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

Response: 2.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	1	2	3

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

5.3 Student Participation and Activities

5.3.1

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

Response: 12

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	0	5	3

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 13.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	10	1	10	28

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The SNGCET Alumni Association (SNAAP) has been officially **registered in accordance with Section 21 of the Societies Registration Act 1860 as** recognised by the Government of Kerala.

Alumni Association

The individuals who have completed their education at SNGCET are considered as members of SNAAP. The **General Body of the SNAAP** is comprised of all alumni members. The **Executive Council, which is designated by the GeneralBody**, exercises governance over it. The Executive Council is comprised of 22 individuals, which **includes six office bearers who hold the positions of President, Vice President, Secretary, and Treasurer**. The President of the association is held ex-officio by the Principal of SNGCET. The remaining members of the Executive Council are appointed by the General Body. The institution upholds a **designated physical area for SNAAP**.

The institution organises **annual gatherings that consist of a formal session, subsequent entertainment programmes and a lunch**.

Alumni Contributions

Alumni Lectures

SNAAP is committed to providing comprehensive development opportunities for students at their Alma Mater. This is achieved through the provision of **technical talks in their respective** areas of expertise and interactive sessions with students. These activities facilitate the exposure of our students to contemporary developments in the fields of Engineering and Management studies. The Alumni Association in collaboration with Department Associations and various cells and committees organises various technical events in the campus.

Advisory Boards

The **Department Advisory Boards of SNGCET** incorporate the valuable expertise and experience of distinguished alumni, thereby facilitating the development of academic plans.

Resource Persons

The alumni who hold the important positions in prestigious institutions both in India and overseas are extended an invitation to **serve as Resource Persons in the college.**

MOUs

The college has entered into **Memorandums of Understanding (MoUs)** with companies that are owned by its alumni.

Start-up Ventures

The **Innovation and Entrepreneurship Development Centre of the college operates an Incubation Centre that accommodates start-up ventures initiated by SNGCET Alumni**.

Awards

The Alumni Association acknowledges individuals within our student body through the establishment of accolades for **the "Most Outstanding Final Year Student " which is showcased during the "Dheekshant" the convocation ceremony of SNGCET.**

SNAAP provides support to our institution's pursuit of excellence by instilling in our students a vital thirst for knowledge and contributing to their multifaceted growth.

SNAAP is responsible for maintaining an up-to-**date information database of all its members. Additionally, it serves as a platform for the Alumni to engage in regular interactions** with the college.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision

A knowledge society promoting human excellence and enlightenment through technical education

Mission

To provide technical education of the highest quality and standard of excellence for socio-economic progress embedded in clearly articulated values and driven by commitments.

Governance and Leadership

An effective governance mechanism, led by competent management and committed staff, ensures that institutional activities align with the organization's vision and mission.

- Sree Bhakthi Samvardhini Yogam **Trust** is committed in following the motto of the institution **"Enlightenment through Education"**, with a focus on fostering human values and technical qualifications.
- **The Governing Body provides** guidance to the institution in matters related to academics, research and the development of students and faculty.
- The **Advisory Board oversees** academic performance and provides encouragement and support for the exploration of innovative ideas.
- The **Executive Committee** is responsible for monitoring and approving the academic plan and budget proposed by the Principal, as well as overseeing staff policies and the overall development of the institution.
- **The Principal is responsible** for overseeing the institution, communicating timely instructions through meetings and ensuring periodic monitoring and evaluation of all institutional activities.
- **The Academic Council is responsi**ble for overseeing the teaching and learning process, analysing results and recommending corrective measures.

NEP implementation:

The institute offers **multi-disciplinary courses** to aid students developemployability skills. Skill development through**project work and internships** prepares students for the workplace. The Institute focuses on integration of Indian knowledge systems into teaching and learning process through the **Innovation Cell.**

Sustained Institutional Growth:

Institution has made significant improvementin terms of its **infrastructure, academic programs, faculty and student strength**. **Various collaboration with ot**her organisations creates opportunities for growth and expansion. **Recruiting talented individuals as workforce** drive innovation, productivity and organisational success.

Decentralization and Participation in the institutional governance

The institution fosters a collaborative and decentralised work culture within the organisation. The performance of the institution is evaluated by the **Principal, Dean and Heads of Departments,** who then delegate different responsibilities to appropriate hierarchical levels. The management has authorised the **Principal to exercise financial authority.** The **IQAC** ensures effective execution of teaching methodology of courses, maintenance of academic standards, and student welfare.

The Head of Department is responsible for evaluating **the performance assessment of staff, conducting meetings, reviewing departmental workand overseeing the department's annual academic activities.** The Institute has **established several cells and committees led bythe** faculty members to carry out diverse activities aimed at realising the institution's vision, mission and overall growth.

Short term and Long Term Institutional Perspective Plan.

The institute has a **well-defined strategic plan** in place for all academic activities, including but not limited to:

- Enhancing the process of teaching and learning.
- Improving the interaction between industry and institutes.
- Facilitating the development of thriving entrepreneurs.
- Offering personality development programmes for students.
- Attaining placement in esteemed organisations.
- The implementation of electronic governance (e-governance) across all sectors.
- Promoting research and development among faculty and students.
- To enhance the cleanliness and sustainability of the campus environment.
- Developing and implementing welfare measures for faculty members.
- Additional endeavours undertaken by the institution.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Sree Narayana Guru College of Engineering and Technology (SNGCET) was established in 2003 with a strong emphasis on integrity and commitment. SNGCET is a privately-funded engineering institution that is affiliated with APJ Abdul Kalam Technological University in Kerala and has been approved by AICTE.SNGCET has clearly defined policy guidelines that are evident in its administrative setup, appointment and service rules, and procedures.

Administrative Setup

Sree Bhakthi Samvardhini **Yogam Trust manages** the Institution. This trust is responsible for the overall administration of the organisation.

The Executive Committee, comprising of six elected members from the Board, is responsible for overseeing the overall development of the Institute.

The **Governing Body**, is led by a Chairman with the Principal serving as Member Secretary, evaluates the institution's performance and provides guidance in academic and research and development matters.

An **Advisory Board**, led by the Chairman and Secretary is actively promoting advancements in the governance framework to facilitate sustainable development.

The President oversees the annual staff evaluation process in conjunction with the academic council, evaluates budget proposals from various departments, and spearheads developmental initiatives within the institution.

The **Principal i**s responsible for overseeing the administrative setup and serves as the primary decision maker for both academic and administrative matters.

The **Academic Council** meeting is conducted by the Principal, The Academic Council defines and assigns various responsibilities within the college.

Academic and non-academic programmes undergo continuous review and assessment by **Dean and Heads of Departments. Each department is overseen by the respective Head of Department** (HOD).

The institute provides robust support for its academic activities through a range of **Cells and Committees.**

Recruitment:

The Management has determined that any vacancies that arise will be consolidated and subsequently announced in prominent **newspapers and on the institutional website.**

The **minimum qualifications required** for the position(s) adhere to the standards set by AICTE and

other relevant regulatory bodies.

The **interview process is** overseen by Executive-Committee, Principal and Head of the Department. The **ranking list has** been compiled through an evaluation process conducted by the board. Selection of candidates will be based solely on merit.

Service Rules:

It is mandatory for all personnel employed within the institution to adhere to **the Service rules** and regulations established by the management, as well as comply with the regulations and guidelines set forth by the All India Council for Technical Education (AICTE) and the government.

The Institution has **established policies that** are applicable and obligatory for all members of the teaching, technical, and non-teaching staff. These policies are aligned with the rules and regulations of the All India Council for Technical Education (AICTE) and the Government. The **Staff and Student hand book** is utilised as a means of communicating the regulations and guidelines of the university, as well as information pertaining to the Institute's disciplinary policies, to both students and faculty.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

College implements the performance appraisal system for teaching and non-teaching staff,

the key **performance indicators** and **specific formats** will be used for this purpose. Head of the **Department interacts with every employee and posts his remarks** and forwards to Principal. **Principal in consultation with Head of the Department evaluates** the appraisal of individual staff member. The **performance appraisal is carried out annually.**

General Welfare Measures

- Staff members are entitled to utilise up to **15 days of casual leave** per year and are eligible for **one month of annual vacation** after completing one full year of service. If an employee has not completed a full year of service, their vacation entitlement will be **proportionate to their length of service.**
- A period of minimum three months of **maternity leave with** accompanying allowances, as well as **medical leave wit**hout any interruption of service, is also provided.
- The faculty is eligible for a maximum of **36 days of duty leave per** year with full pay for various purposes, including attending conferences, seminars, and workshops, delivering invited talks, interacting with industry, accompanying students on industrial visits, for higher studies, attending university meetings, and any other task assigned or approved by the Principal.
- **Compensatory Leave** will be provided to the staff who on holidays.
- Staff members are granted **festival allowances** during specific events.
- Employee welfare initiatives such as the **Employee Provident Fund (EPF),** Employee **State Insurance (ESI), and Group medical insurance are provided**. Currently, employees who earn

up **to Rs. 15,000 per month are eligible for Employee Provident Fund (EPF)** assistance. Employees who receive a monthly remuneration of up **to Rs. 21,000/- are eligible to avail the benefits of the Employee State Insurance (ESI) Scheme.**

- The campus **offers medical consultation** services.
- The campus offers **a gymnasium** for the purpose of physical fitness.
- The institution provides **transport services** via bus to faculty members.
- The **canteen is equipped with a distinct dining facility** for staff members.
- A **designated parking area** is also available in the institution for Staff members.
- In order to facilitate ICT-enabled pedagogy, classrooms are equipped **with projectors and each department is allocated desktop computers.**
- **Complimentary wireless internet access and domain-based electronic mail accounts are offered to all staff members**.
- The faculty rooms are furnished with **individual cubicles** designated for each faculty member.
- **Conference facilities** are provided for significant business gatherings.
- The institution provides **lodging amenities** to its employees at a reduced cost.
- The **library is adequately** equipped with all necessary facilities to cater to the information needs of the staff.
- Staff members have access **to guestrooms on** the premises.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.3.2

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

Response: 4.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	0	0	1

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

6.3.3

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

Response: 62.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	10	5	16

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	0	0	0

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

SNGCET is a self-sustaining educational institution, the following are the main sources of income of the institution

1. Major sources of **institutional receipts fund are the fee** collected from the students.
2. The **fee structure will be in** accordance with the **agreement signed by Self Financing** Engineering Colleges with Government of Kerala, the fee amount is fixed and announced in the **prospectus of the college.**
3. **PTA fund** is used for student support activities
4. The college receives fund for **MSME from Ministry of Micro Small Medium Enterprise**s for conducting programs.
5. Fund through **sponsorship from University/ Govt. Body/Private parties** is acquired for conducting various programmes.
6. Fund deficit if any will be managed through bank loan and **contributions from the trust.**
7. The college does not maintain any reserve / corpus fund.

Prior to the commencement of the academic year, each department will **prepare a budget**. The **departmental budget** is prepared with the aim of facilitating departmental activities, procuring laboratory equipment, maintaining laboratory facilities, and enhancing computational facilities.

 The budget proposals submitted by the departments are evaluated during **a meeting attended by the Principal, Dean and Heads of Departments.**

The **Principal presents proposals for academic plans and budgets** during the **Executive Committee** meeting. Following a comprehensive evaluation during the meeting, the Executive Committee grants approval to the proposed academic plan and budget.

The **Executive Committee is responsible for resource mobilisation to support** institutional development, allocation of funds to execute academic plans, and monitoring of budget utilisation.

The **Principal holds the authority to sanction** required funds upon submission, subject to approval from both the President and Secretary. **Bank loans** are a viable option to obtain additional funds in the event of emergencies or financial shortages.

The academic institution offers financial assistance to eligible students. **Scholarships** are awarded to students who exhibit outstanding merit. The **Parent Teacher Association has provided financial assistance to facilitate the development of institutional infrastructure**.

Periodic **audits are carried out both internally and externally to satisfy**

- The maintenance of accurate records in compliance with legal requirements that has been evidenced by the scrutiny of said records.
- The financial statements, including the balance sheet and income statement, undergo reconciliation with the respective entries in the accounting records.
- The aforementioned accounts provide an accurate and unbiased representation of the current state of affairs.
- The college undergoes external financial audits to assess all its financial activities. The institution's financial records undergo routine audits conducted by certified **Chartered Accountants** on a yearly basis to assess income and expenditures.

- The primary aim of an external audit is to acquire a level of certainty that the financial statements are accurate and to produce a report that encompasses the auditor's viewpoint. In addition to its primary function of verifying financial records, auditing encompasses the evaluation of accounting principles and managerial estimations. The comprehensive financial statement is also assessed.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the

quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Quality enhancement is a continuous process, the IQAC (Internal Quality Assurance Cell) is a part of an institution's system and is working towards the goals of quality enhancement and sustenance. The motto of the IQAC is to achieve quality through continuous improvement with cooperation of all stake holders. The establishment of the aforementioned entity in the institution was on September 16th, 2019.

Objectives of IQAC

1. To ensure academic accountability.
2. To monitor and enhance the quality of technical education through proper guidelines for both teaching faculty and students, so as to ensure that institutions are producing competent engineers and researchers.
3. To uphold the quality and efficacy of technical education initiatives.
4. To define effectiveness of teaching learning process and to devise methodologies for confirming maximum output from faculty members as well as students.
5. To ensure that the colleges are following OBE in its true spirit.

Academic Auditing

Academic audit is conducted to monitor the following:

1. Course delivery and adherence to the course plan, syllabus coverage, quality of question papers used for internal assessments, internal evaluation, maintenance of laboratory experimental set ups and equipment's, practical assignments, mini projects and conduct of practical classes and their evaluation.
2. Co-curricular and Extra-curricular activities available for students, the monitoring mechanism of activity points to be earned by the students.
3. Academic functioning of the college encompassing students, faculty and college administration covering punctuality, attendance, discipline, academic environment, learning ecosystem, academic achievements and benchmarking.

Audit Procedure

IQAC members conducts internal audit of the institution twice a semester.

A group of two members of IQAC, as decided by the coordinator shall conduct inter departmental assessments.

The external auditors from the university will visit the college, verify the documents and interact with the faculty, staff and students.

Quality Improvement

Steps to improve the quality has been made by the IQAC by these initiatives:

1. Strategic planning of **key areas** and **assigning responsibilities**
2. Academic results
3. Student **technical training** & **soft skills** development
4. **Placement Support**
5. **Industry Interaction Monitoring**
6. **Monitoring of accreditation, academic and administrative** activities
7. **Academic inspections** are carried out periodically to assess the quality of academics
8. **Mechanisms to identify, review and reform** academic practices
9. **Review of departmental** facilities
10. Facilitate implementation **of innovative methods** in the departments
11. **Self-development of faculty** members .

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

In recent years, SNGCET has implemented various measures to promote gender equity and ensure impartiality between genders on campus. Several measures have been identified.

- The **College Academic Council comprises** of Heads of Departments and staff representatives, with the inclusion of at least one female staff member being mandatory.
- Moreover, female faculty members are assuming high-level administrative positions, such **as Principal, Dean and Department Heads.**
- The **Student Council Elections** have designated the positions of either Chairperson or Vice chairperson and two student representatives exclusively for female candidates, while the remaining positions are open to all candidates.
- Each **class elects two representatives**, one of whom must be female, to ensure sufficient representation in the Student Council.
- **Female faculty members are** guaranteed participation in **committees formed** for both curricular and extracurricular activities.
- **Female faculty members and students assume prominent** positions in all social outreach initiatives.
- **The Gender Audit for the** last five years was completed.

The college upholds the principle of equity in all its organised activities, thereby fostering a culture of fairness and impartiality. The Student Council has organised a variety of programmes over the past five years.

- **UDBHAVA i**s a national technical festival that provides a platform for showcasing innovative ideas and competing with peers.
- **The SATVI Arts** Festival provides a platform for students to showcase their talents and fosters a sense of confidence in their abilities. It encourages participants to put their best foot forward.
- The annual sports event **TRIUMPHUS** features competitions that are exclusively designed for female students.

- The **National Service Scheme(NSS)** conducts various programmes that prioritise gender inclusivity.
- **The Women's Cell** hosts programmes aimed at fostering self-confidence among young women

and promoting awareness of their potential.

- **Grievances Women Redressal** committees offer a platform for the receipt and resolution of complaints and grievances.
- A committee **for internal complaints** has been established to raise awareness and address complaints related to sexual harassment.
- The institute provided an awareness program to the **Kudumbasree members of the locality on the usage of computers and internet in day to day activities.**

a. Safety and security

- The college campus is **equipped with many security points that ar**e staffed by experienced security personnel who work around the clock to ensure the safety of individuals, campus property, and college facilities.
- The **campus' hostels are managed Wardens and Resident** teaching staff members appointed by the management to ensure the safety of students.

b. Counselling

- The institution has established a **counselling centre** that provides a safe and confidential space for students who have been referred by their faculty mentors.
- The centre aims to assist students in overcoming their **challenges and difficulties** and to develop resilience by promoting positive mental health and emotion management.
- **Students are encouraged** to utilise this resource to enhance their overall well-being.

c. Common Rooms

- College buildings are equipped with common rooms **for female students**.
- A female non-teaching staff member is responsible for maintaining **these common rooms and attending to the needs** of the users.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance

and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The Sree Narayana Guru College of Engineering and Technology places a strong emphasis on maintaining a balance between academic pursuits and fostering an environment of tolerance and harmony towards cultural, regional, linguistic, communal and socio economic diversities. The college has taken numerous initiatives to sensitize students and employees to their constitutional obligations like values, rights, duties and responsibilities as citizens.

The students, teachers and staff jointly celebrate the cultural and regional festivals like Onam, Christmas, Ramzan etc. Days of importance like Arts day **LAYAM**, **College day SATVI, Sports Day TRIUMPHUS, Teachers' Day, Women's Day, Yoga Day, National Education Day, World Environment Day** etc. are jointly celebrated to bring in a feel of inclusiveness.

Our institution offers **study tours** for students. These tours provide valuable opportunities for students to gain knowledge about different cultures and regions around the nation.

The **National Service Scheme** (NSS) unit of SNGCET organises various programmes annually, providing opportunities for students and staff to engage with the community and offer assistance to those in need. Community-oriented cleaning activities are being conducted at various locations. The college hosts blood donation camps multiple times annually to educate students on the significance of blood donation and its potential benefits to the community. Toys and equipment's were distributed for the physiotherapy of Endosulfan affected members. The NSS cell organises annual visits to orphanages and old age homes, during which food is distributed to the residents. Various recreational activities are organised to ensure the mental well-being and satisfaction of the residents. The seven-day Annual NSS camp presents an exceptional opportunity for students to enhance their community service skills.

The **Digital Awareness programme** provided an introduction to computers and the internet for the local community. **The SALT programme** provided orientation of entrepreneurship to students in schools. The college conducts a significant annual activity of tree planting, which highlights its social commitment through **Nature Club.** Diverse **scholarship programmes** are organised to assist financially disadvantaged students, thereby addressing economic disparities.

SNGCET has consistently observed commemorative occasions such as **Independence Day, Republic Day etc., with the aim of promoting patriotism, reverence for the national flag, and republican principles.**

SNGCET has diligently adhered to government mandates regarding **the allocation of seats for underprivileged groups, including SC/ST, OBC/OEC, economically disadvantaged individuals and those with disabilities. Fee concessions have bee**n granted to eligible students in accordance with the government's policy directives.

The college adheres to rigorous protocols for the **selection of student representatives, department associations, class, course and college committees.** The preservation of **hygiene, ecological balance, natural resources and environmental protection are emphasised as some of** the responsibilities of

citizens. **Campaign focused on raising awareness about the environment, climate change and sustainabilit**y.

Singing the **National Anthem during events** held at the college can effectively evoke a sense of patriotism among both the students and staff. The subjects **"Constitution of India" and "Introduction to Sustainable Engineering"** are included in the curriculum for all branches during the first and second years of study which inculcate in student's social responsibility.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE I

Title: Promoting Sree Narayana Guru's Vision about Enlightenment through Education

Objectives

- Empowering the underprivileged through education.
- Ensuring equal access to educational opportunities.
- Promoting unity and inclusivity among students.

Context

Traditionally, access to higher education has been heavily influenced by financial resources and background. To create a equitable system, it's crucial to offer fee waivers and scholarships based solely on merit, regardless of a student's community or financial status. By offering scholarships our institution ensures that promising individuals have the means to excel academically and contribute to society.

Creating a truly equal learning environment goes beyond just access to education. To promote equality among students, it is important to treat all individuals with fairness and respect regardless of differences in race, gender, religion or socioeconomic status.

The practice

1. At SNGCET, we believe that financial limitations should never be a barrier to quality education. So we are Providing Fee Waivers and Scholarships Funded by Management regardless of Community or Religion.

2. To cultivate learning environment built on respect, understanding, and equality 'Gurusmarana' is conducted annually focusing on values and equality which help to empower the participants.

Evidence of Success

- Students from disadvantaged economic backgrounds have demonstrated remarkable academic achievements and have successfully established themselves in their chosen careers.
- SNGCET embraces a remarkable unity. Students from diverse backgrounds, caste, religion, and socioeconomic status, come together as one. This spirit of inclusivity stems from the core values they learn here, allowing us to celebrate every occasion.

Problems Encountered and Resources Required

- The funding is completely done by the management only.
- Identifying the deserving students in a class might be challenging at times.
- We should explore external funding opportunities, such as scholarships and grants.

BEST PRACTICE II

Title of the Practice: Initiatives to enhance the educational experience

Objectives

- Inspiring active student engagement
- Providing academic resources
- Encouraging a lifelong pursuit of knowledge.

Context

SNGCET is dedicated to helping students excel in and out of the classroom, shaping them into best individuals. Through diverse methods, we empower students to achieve academic excellence and develop strong character. This prepares them comprehensively for success in all facets of life.

The Practice

1. Bridge Course for Slow Learners

To assist slow learners struggling to keep up with classroom instruction, a three-week Bridge course is implemented. Subject teachers lead separate sessions, simplifying fundamental concepts for improved learning and performance within a condensed timeframe.

2. Study Camp

Study camps are arranged for students needing extra assistance due to slower learning. Ahead of university exams, such camps guarantee individualized attention, with faculty clarifying key concepts thoroughly and assigning tasks to enhance exam readiness.

3. Student Handling Philosophy:

SNGCET recognizes students' diverse abilities, categorizing them based on skill level and willingness. This framework enables us to adapt strategies to support each category effectively.

- **Able & Willing**: These students are set up for success. We offer them rigorous coursework, leadership opportunities, and academic resources to advance their studies
- **Unable & Willing**: These students possess strong motivation but may lack initial skills. We offer them targeted support through focused instruction, mentorship, and opportunities to build confidence and competence.
- **Able & Unwilling:** These students have the potential but may lack motivation. We use dynamic teaching techniques, individualized guidance, and real-world exploration to spark their interest and uncover the joy of learning.
- **Unable & Unwilling**: We offer extensive support to these students through personalized assessments, skill-building exercises, and motivational techniques to address challenges and create a positive learning atmosphere.

Evidence of Success

Several students have benefited due to the bridge course as they are able to grasp the basic concepts

- Students are able to excel in exams after attending the study camp it is evident from their performance in the university exams.
- By categorizing students based on ability and willingness, we develop targeted support systems and differentiated learning strategies, creating an environment where all students actively engage in academic activities and excel

Problems Encountered and Resources required

- Various personal commitments of the students prevent students from attending these activities including bridge courses and study camps.
- Availability of teachers amidst hectic academic schedule and other duties.
- Subject experts are required to conduct training workshops for students, covering effective strategies for handling difficult subjects, time management, exam writing skills, and increasing student motivation.

BEST PRACTICE III

Title of the Practice: Sharing technical expertise and knowledge for the benefit of the society

Objectives

- To apply technical expertise to address real-world issues concerning energy, the environment, and beyond
- To educate society about technical advancements.

Context

As a technical institute, we embrace education's transformative power, striving to extend knowledge beyond our classrooms through diverse public outreach programs.

The Practice

1. The Department of Electrical and Electronics Engineering(EEE) has spearheaded a significant initiative by establishing an on-campus LED bulbs manufacturing unit. This innovative project allows the department to produce LED bulbsat anaffordable price.
2. College faculty and students train the women from the local Kudumbashree unit, to teach computer and internet skills and helping self-development.
3. At the Sree Sundareswara temple festival, we host an annual technical exhibition with diverse stalls showcasing engineering history, ISRO's achievements, and future tech themes.

Evidence of success

- The availability of low-cost LED bulbs can provide sustainable lighting solutions.
- The digital awareness training has empowered many women, enabling them to use their smartphones for tasks like bill payment and information searching.
- Our annual technical exhibition plays a vital role in making engineering accessible to the public. Through interactive exhibits, attendees gain valuable insights into diverse engineering disciplines

Problems Encountered and Resources required

- The LED bulb manufacturing unit, led by the EEE department, faces logistical challenges, potentially conflicting with academic commitments.
- The digital training for Kudumbashree workers was brief due to busy academic schedules of students and faculty.
- The Local Kudumbasree network shall be utilized to train women volunteers, empowering them to enhance their skills in LED bulb manufacturing.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Innovation Cell

The **Innovation Cell at** Sree Narayana Guru College of Engineering and Technology envisions a vibrant ecosystem characterized by innovation, creativity, and excellence, not only within the confines of our institution but extending to the broader community.

Through strategic planning and implementation, we successfully launched several wings dedicated to fostering innovation and entrepreneurship, including **the Innovation and Entrepreneurship Development Cell (IEDC), SNGCET Institution Innovation Council (IIC), and SNGCET Hosted Institute Business Incubation (HI/BI) for MSMEs, Software Incubation Cell (SIC), LED Manufacturing Unit and Industry Institute Interaction Cell (IIIC).**

Innovation and Entrepreneurship Development Centre (IEDC)

The Innovation and Entrepreneurship Development Centre (IEDC) at SNGCET under the Kerala Startup Mission. This dynamic hub nurtures innovation, creativity, and the entrepreneurial spirit among students, enabling them to transform ideas into viable business ventures and technological solutions. The IEDC is currently **organising a variety of orientation and motivational programmes.** The program **SALT is an entrepreneurship** orientation program exclusively for school students organised by IEDC of SNGCET.

Institution's Innovation Council (IIC)

Institution's Innovation Council at SNGCET under the **Ministry of Education(MoE)** is a council that fosters innovation and entrepreneurial spirit within the higher education landscape, empowering young minds to explore new ideas and translate them into tangible prototypes.

Micro Small and Medium Enterprises(MSME)

MSME is established under the Ministry of Micro, Small, and Medium Enterprises (MSME), Government of India. This unit promotes innovation and entrepreneurship among startups and MSME, nurturing untapped creativity and facilitating the adoption of cutting-edge technologies. SNGCET is the **Host Institution/ Business Incubator (HI/BI) for MSME** projects.

Software Incubation Cell (SIC)

The **Software Incubation Cell (SIC)** aims at an initiative to establish an environment that fosters the **development of entrepreneurial skills** among students, enabling them to transition from job-seekers to job providers. This will be achieved by leveraging the theoretical and practical knowledge acquired from the institution.

LED Manufacturing Unit

LED bulb manufacturing unit makes our students self-efficient in the field of bulb manufacturing and the unit conducts for the students several workshops to begin their own start up idea in the respective field.

Industry Institute Interaction Cell (IIIC)

An Industry **Institute Interaction Cell** was constituted with following terms of references

- To generate Memorandum of Understanding with Industry for Knowledge sharing
- To gain a perspective of the innovations in the industry.
- To disseminate the industry knowledge to the students of the college
- To conduct internship in the relevant areas of Engineering

Research & Development Cell

The institute's **R&D cell** orchestrates a hub of exploration, bridging academia with innovation. It catalyses student and faculty ingenuity, channelling resources to nurture ground-breaking initiatives. This nucleus of intellectual curiosity fosters interdisciplinary collaborations, sparking inventive solutions to real-world challenges.

- The faculty members also offer technical expertise by **conducting laboratory tests** for local bodies, state government institutions and Private firms related to construction field.
- The institution actively promotes entrepreneurship through various initiatives, including **Entrepreneurship Development Clubs (ED Clubs) under** the Department of Industries &

Commerce, Government of Kerala, and participation in national schemes such as the Pradhan Mantri Kaushal Vikas Yojana (PMKVY 4.0) and the Smart India Hackathon (SIH 5.0).

- In collaboration with external entities like the Kerala Institute for Entrepreneurship Development, platforms are provided such as the Entrepreneurship trainings and the **Young Innovators Programme, aimed** at nurturing entrepreneurial talent and fostering innovation among college students and youth.

- Building upon this vision**, Project Emerge Innovate 2023 Ignited** Innovation, Powered Entrepreneurship and advanced Research was initiated at the institute. This project is aimed to establish an Innovation, Entrepreneurship, and R&D Centre to foster a culture of innovation, creativity, and entrepreneurship among students and faculty. The institute has announced the latest initiative**, Project Emerge Incubate 2024** fostering start up Growth through Incubation.

- The institute has received sanction for the **HI/BI unit** and is planning to build an Industrial Park. This strategic initiative will provide start-ups and MSMEs with access to state-of-the-art infrastructure, manufacturing facilities, and a conducive environment for innovation and growth, further enhancing our capacity to support and nurture the entrepreneurial ecosystem.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

Our institution boasts an active Innovation Entrepreneurship Development Cell and is recognized as a Host Institute for implementation of the Incubation component under MSME **Innovative Scheme**(MSME Champion Scheme). This presents a valuable opportunity for aspiring entrepreneurs in North Malabar, offering substantial support and resources for their growth and success. An additional course in Artificial Intelligence and Data Science for the forthcoming Academic Year, applied for by us, has received a recommendation from AICTE. Our campus features separate hostels for boys and girls, each with a capacity of 250. In future, there's potential to expand into a residential campus welcoming students statewide, and even establish a finishing school. With adjacent land owned by the college, an initiative to establish a Campus Industrial Park, is under consideration. The college has hosted a number of Zonal Sports events and organized five National conferences. Plans are underway for an International conference in the upcoming academic year. Preparations are in progress for an International conference planned for the upcoming academic year. The Board of Governors, IQAC, Academic Council and various committees collectively address stakeholders' needs. Faculty members are committed to advancing educational excellence to achieve the Institute's vision, mission and values.

Concluding Remarks :

Established in 2003, Sree Narayana Guru College of Engineering and Technology stands as a beacon of educational excellence in North Malabar. Our institution has grown significantly, preparing to achieve accreditation from an esteemed body like NAAC. The remarkable infrastructure including buildings, hostels, workshops, and laboratories, coupled with a sprawling campus, offers a conducive environment for education. Our Management is committed to long-term development, guided by a vision to uplift the underprivileged and socially backward youth of the region through education which is pivotal for personal and societal advancement. The College offers deserving and academically inclined students Management scholarships and fee waivers. The dedicated faculty and students strive to create an environment that nurtures growth and innovation. We are dedicated to providing top-notch education that moulds students into skillful engineers and responsible citizens. Our focus on promoting innovation, excellence and universal human values ensures that our graduates contribute positively to society with empathy and compassion.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :40 Remark : DVV has made changes as per the report shared by HEI
1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years* 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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130	119	126	142	143 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
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124	117	129	119	130	 Remark : DVV has made changes as per the report shared by HEI
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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123	95	95	95	129 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
132	93	92	92	123	 2.1.1.2. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
264	264	264	264	264

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
324	324	324	264	264

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	19	9	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	24	11	9	15

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
67	67	67	67	67

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
67	67	67	67	67

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

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

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

Answer before DVV Verification:

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

8	7	7	7	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	0	0	0

Remark : DVV has made changes as per the report shared by HEI and selected teachers only with Phd qualification and excluded Bped , Btech,MA, Msc

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0.87	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.07	0	0.87	0	0

Remark : DVV has made changes as per the report shared by HEI and taken grants related to research project

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	9	16	14	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	03	02	0

Remark : DVV has made changes as per the report shared by HEI and considered only those research papers in the Journals which are notified on UGC CARE list

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100.28406	36.98874	26.238190	55.60895	45.038960

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
42.34	5.75	2.8	9.68	6.10

Remark : DVV has considered only epenses like garden exp and repair and maintenence

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29	32	36	24	20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	10	5	16

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	0	0	0

	Remark : DVV has considered only prgrograme of 5 days or more.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 200 Answer after DVV Verification : 54
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
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46	41	42	55	55 | Answer After DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
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20	18	30	12	15	