



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GOVERNMENT COLLEGE OF ENGINEERING, BARGUR

GOVERNMENT COLLEGE OF ENGINEERING, BARGUR, KRISHNAGIRI(DT)

635104

<https://gcebargur.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government College of Engineering, Bargur, one of the forerunners in the technical institutions of Government of Tamilnadu, was established in the year 1994, with a view to provide quality education, and interpersonal skills among the students who hailed from rural background and downtrodden sectors. Growth and commitment through excellence is the motto of this college. The institution has crossed many milestones in its long journey of engineering literacy and it has also catered to the requirements of many aspiring as well as enthusiastic engineering students. The college is successfully pursuing its mission of professionalizing Indian Engineering through innovative teaching in the milieu of tremendous infrastructure and expert administration.

The college offers four undergraduate and three post graduate programmes and one Part-time UG course. All the departments are recognized as research centers for doing Ph.D programmes in Anna University. All Head Of the Department's are qualified with Ph.D. and well experienced in the mission of teaching. The remaining faculty members are also at the verge of completing Ph.D in near future. The students graduateing from this institution were well placed both in Government and reputed public and private sectors and some of them have gone for better pasture to abroad. The institution has been supported by TEQIP funds for two times and at present TEQIP III was given by SPIU and NPIU to this institution. The whole academic campus, Hostels campus including and Staff residential quarters are provided with Wifi facility for 24 x 7 internet access. The institution has conducted Faculty Development Programmes, National Conferences, Students' Symposium, Workshop for Faculty and Students. The institution has very good academic support through General and Digital Library, Dispensary, Transport, Bank, Post Office, Canteen, Cooperative Store, Sports /Games and Alumni Network. The students are also being given training for their co curricular and extra-curricular activities with help of YRC, NSS, Red Ribben Club, Tamil Mandram promotes cultural development among the student community through our staffs by organising programmes through intercollege and inter university meets.

Vision

To provide the world class engineers who are ethical and good citizens of our motherland.

Mission

To groom the student community through learner centric quality lectures, laboratories, library and value added training.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- 27 Years old institution in the field of Engineering and Technology.

- It is located on the National Highway 46 which connects two major capitals of South India, i.e. Chennai and Bangalore.
- The college was accorded with the status of permanent affiliation to Anna University.
- All Four departments of UG programme (ECE, CSE, EEE and MECH) are accredited by NBA.
- Most staff members have undergone various training programme and pedagogical training conducted by different institutions such as IIT's, IIMs and NIT's.
- Virtual learning facilities are provided for the courses like NPTEL , MOOC and SWAYAM.
- All the departments in this institution are recognized research centre for doing doctoral programme by the Anna University Chennai.
- This institution is continuously getting funds from the TEQIP projects.
- GCE Bargur was accorded an autonomous status in the year 2017 and all the programmes have been following CBCS system and innovative Teaching -learning through outcome based education from 2016-2017 academic year.

Institutional Weakness

- It does not have sufficient residential facilities for the staff members who hail from far off places in Tamilnadu.
- It has limited industry institute interaction and academic association with R & D organization.
- This institution is located on the water scarcity area and so it faces water problem during summer season.
- Inordinate delay from Government side in filling vacant teaching posts and promotion to faculty including the regular Principal appointment.
- Since government procedures cause administrative delay.

Institutional Opportunity

- Making our students at all level to participate in regional and national events.
- Getting more industrial projects and consultancies.
- Looking for creating a Centre of Excellence in all the Engineering Department.

Institutional Challenge

- Most of our students are from rural and semi-urban areas. Moulding them to globally competitive is a major challenge to faculty in this institution.
- Creating opportunity for the students to become entrepreneurs immediately after graduation given preference via undertaking internships in popular Engineering Enterprises.
- Government College of Engineering Bargur in krishnagiri district takes the role of torch beare for many self-financing institutions located in the neighbouring districts.
- Internal Revenue Generation for self-reliance and financial sustainability is a major challenge. however with help of TEQIP funds, College able to get direct and indirect revenues for the college and Directorate of Technical Education, Tamilnadu to the tune of 20lakhs per annum.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Government College of Engineering, Bargur, conferred Autonomous status (Academic Autonomy) by University Grants Commission (UGC) based on Anna University recommendations in 2017. The college was entitled to frame the curriculum and syllabi for all the Engineering Programmes to fulfill the needs of the national and international standards from the budding technocrats. The Board of Studies for all discipline have been formed and the course curriculum and syllabi were formulated and approved by the academic council for ratification to attain academic standards. AICTE has formulated model curriculum for Engineering Education in 2018, this institution switched over to Choice Based Credit Systems(CBCS) from 2017 Regulation onwards onpar with AICTE model curriculum. All the programmes covered Foundation Courses i.e. Basic Science, Engineering Science, Humanities and Social Science, Professional Core, Professional Electives, Open Electives, Employability Enhancement Courses, On-Line Courses, Self-Study and value added one-credit Courses, Non- Credit courses such as Constitution of India were included the curricula list. The students were entitled the flexibility of adding or dropping the course. A student has to earn the total number of credit specified in the curricula of the respective programme of study in order to be eligible for obtaining their degree. However, if a student wishes, he is permitted to earn more than the total number of credits prescribed in the curriculum of the student's programme. From the V to VII semester, the students have the option of registering for one additional theory course or dropping one existing theory course with the approval of student Councillor and HOD. Apart from this, the students are also encouraged to undergo Industrial Training/ Internship and earn the eligible additional credits.

Teaching-learning and Evaluation

The Government of Tamil Nadu State Reservation Policy are strictly followed in the Engineering Admission process. The students were admitted through single window system by Anna University, Chennai. Other State students are also given admission as per the norms of the State Government. Induction programme, Bridge Course and Other Orientation Sessions are conducted for the freshers to make them feel free and to cope with

the standards of higher education. All the teachers use ICT tools in their teaching methodology to instill upon the students in understanding the concepts easily and more attentively to the lectures. Interactive Teaching Techniques are being followed. Apart from the conventional methods in Engineering teaching, Group Discussions, Quizzes, Debates, Tutorial Classes, Practical Demonstration, and Industrial visits are organized to enhance the training and learning process of the students. Language workshop, seminar, paper – presentation, projects are periodically conducted. Remedial Teaching, Peer Learning and Participative Learning are also followed strictly as it is mentioned in the regulations. Course outcomes and programme outcomes are in practice in all the discipline and at the same time the course objectives and course outcomes are also well-defined in all the subjects of the course. Question paper setting and Evaluation process are done by both External and Internal experts. The office of the Controller of Examination is taking responsibility of not only conducting examination and result announcement promptly but also it takes additional responsibility of Student Registration of Courses, Continuous Internal Assessment, Issuing Hall tickets, Revaluation, Retotaling, Providing the facility of Photocopy of the answers Script and Result process. The Regulation adopted in 2018 is being assessed and to be revised if it is needed for the holistic improvements in the teaching learning and Evaluation process. At present, the New Regulation 2020 has been in progress.

Research, Innovations and Extension

Government College of Engineering, Bargur, is a recognized centre for Research activities at Ph. D level affiliated to Anna University. Full – Time research scholars are given stipend and the faculty members who are doing research in part- time are given re-imbursement for tuition fee, consumables and publication expenses under TEQIP-III scheme. The Faculty Members of all departments are also being granted financial assistance to conduct seminars, symposium, workshops, and training programmes. Their research works and papers are published in peer- reviewed journals and they are financially supported for their publications too. This Institution is serving as a mentor Institution for Bineswar Brahma Engineering College, Kokrajhar, Assam for enhancing academic and research collaboration. Faculty Exchange and Student Exchange programme are made with mentee institutions. MOUs with leading industries are in practice to accelerate industry driven research activities.

The students are given handful of chances in serving the society through various associations like National Service Scheme (NSS) Youth Red Cross (YRC) and Tamil Mandram. The students and staff have participated in various activities like Blood Donation Camp, Charity Day, AIDS Awareness Campaign, Rain Water Harvesting Campaign, Swatch Bharat Campaign, and so on. Annual sports meet is conducted every year in order to encourage the students to remain hale and hearty. Students and staff are provided opportunity to excel their talent indoors and out door games through Sports Club. This institution is also centre for on-line Registration for Admission to Engineering Courses offered by Anna University. Besides, the Computer Science Department of this institution has served as a training centre for facilitating Government salary bills through on-line mode to Treasury.

Infrastructure and Learning Resources

Infrastructure and Learning Resources

This college has magnificent infrastructure with a built-up area of area of 50 acres. Central and Digital library which sprawls at 1662.96 sq.m.in the heart of the campus serves a fountain of knowledge and information to the students and the faculty. The library has 36296 books, 51 Magazines and Journals, 15 Foreign journals and

30 multi-media PCs. The library housed a separate ST/SC book bank which consists of 1835 books. It is fully centralized and RF ID system has been used to lend the books. Rapid Radio Software Solution is installed in the library. Separate buildings are available for all the Engineering Departments. Each department has well furnished seminar hall and department library. Besides, it has also a common auditorium. The institute has a big play ground to conduct sports meet and sports events like cricket, hockey, football, volleyball. It has also a basket ball court and badminton court. The college has housed 7.85 crore worth of building and other infrastructure things like well equipped libraries, Workshops, Language Lab and Wi-Fi. The College has a Career Development Cell, Canteen, Stationery and Xerox Centre, Post Office, and Bank and ATM facilities. A Part-time medical doctor also attends the sick students every day. A College vehicle is also available in the campus in case of any emergency to take the sick students to nearest hospitals. In addition to that the college provides two separate hostels for boys and three for girls for accommodating 800 students.

Student Support and Progression

Student Support and Progression

Government College of Engineering, Bargur, is one of the leading institutions which have been selected by top-ranking students through Anna University Counseling. At the same time, many privileged and underprivileged students are also studying in this college. The students are supported by First Graduate Tuition Fee exemption, Farmer Scholarship for Backward/ Most Backward/ Denotified Communities, Govt of India Post Metric Scholarship for SC/ST, State Government Award for Bright students, and also Award of Prize Money for SC/ST Students. The College offers guidance for competitive examinations, Soft Skills Training, Remedial Coaching, Yoga and Meditation. Students' Redressal and Grievances are timely attended and solutions are given. The college has a strong alumni support for the development of this institution. The Alumni Association contributes various welfare scheme and sponsorship for the speedy growth of the institution through arranging internship training, donating books, erecting college name boards and planting trees.

Governance, Leadership and Management

This institution is run by the Government of Tamil Nadu under the administrative control of the Commissioner of Technical Education, Chennai. The Board of Governors looks after the overall governance of the college and aims to fulfill the vision of the institution. The Academic freedom is granted to this college and hence the responsibilities are evenly distributed to expert faculty members. Various Committees are also formed to the smooth sailing of the administration. Every Department has procurement committee, Faculty Advisors, Chief Faculty Advisor, TEQIP Coordinator, Academic Nodal Officer, Finance Nodal officer, NBA Committee and Coordinators, Committee in Residential Functions, Residential Tutor and Anti- Ragging Committee. The Senior Faculty Members or Head of the Department act as the conveners of the committees for enhancing the effective governance of the Institute conducting meetings and evaluating the performance the committees. Principal and Head of the departments have adequate autonomy in academic and administrative decision making. The staff and the student representatives are also involved in framing policies and decision making at the department level. IQAC has also been formed to ensure quality teaching and learning and they also audit the performance of the staff in various levels. Blooms Taxonomy is followed in question paper setting and periodical audit is also conducted in evaluation method of Internal Assessment.

Institutional Values and Best Practices

Institutional Values and Best Practices

Government college of Engineering, Bargur, has carved its niche in various fields of Engineering study and other co-curricular activities that are highly beneficial to both the staff and the student community. The locale of the institution is very significant one as it is easily reachable from the nearest railway station at Jolarpet and also from the airport at Bangalore. As Hosur is the hub of Industrial area, the students of the college have a tremendous opportunity of getting job in the private sectors and also internship training from the industries in the District. Appreciable efforts have been undertaken to maintain the campus greener and pollution free. Conventional light sources are to be replaced by LEDs bulbs and Solar lamps. To ensure the safety and security of the girl students, Anti-ragging Committee is operational in full swing. The Committee Members meet frequently to resolve the gender related issues in the institute. Women students have been given a separate room for having lunch and refreshment. Women's day is celebrated every year to honour the values of women in a fair and free society. Rain water harvesting is available in all buildings to increase the ground water levels. With all these meritorious initiatives, our college is stepping into a higher level that may compete with other institutions who have already reached the yardsticks of international standards.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT COLLEGE OF ENGINEERING, BARGUR
Address	Government College of Engineering, Bargur, Krishnagiri(Dt)
City	Bargur
State	Tamil Nadu
Pin	635104
Website	https://gcebargur.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Vijayan R	04343-266101	9442566101	-	principal503@gmail.com
IQAC / CIQA coordinator	Thirumal P	04343-266067	9443455580	-	ptml76@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	01-01-1994

'Autonomy'				
Date of grant of 'Autonomy' to the College by UGC		01-01-1970		
University to which the college is affiliated				
State	University name	Document		
Tamil Nadu	Anna University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	14-09-2015	View Document		
12B of UGC	14-09-2015	View Document		
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	25-06-2021	12	Received EOA for current academic year

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	Government College of Engineering, Bargur, Krishnagiri(Dt)	Rural	49.81	16674

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Computer Science And Engineering	48	HSC	English	60	49
UG	BE,Electronics And Communication Engg	48	HSC	English	60	52
UG	BE,Mechanical Engineering	48	HSC	English	60	54
UG	BE,Electrical And Electronics Engineering	48	HSC	English	60	47
PG	ME,Computer Science And Engineering	24	B.E or B.Tech	English	18	2
PG	ME,Electronics And Communication Engg	24	B.E or B.Tech	English	18	1
PG	ME,Electrical And Electronics Engineering	24	B.E or B.Tech	English	18	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	7				19				55			
Recruited	1	3	0	4	7	2	0	9	31	9	0	40
Yet to Recruit	3				10				15			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				48
Recruited	21	11	0	32
Yet to Recruit				16
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				47
Recruited	25	0	0	25
Yet to Recruit				22
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	7	3	0	10
Ph.D.	1	3	0	6	2	0	0	0	0	12
M.Phil.	0	0	0	0	0	0	3	0	0	3
PG	0	0	0	1	0	0	15	2	0	18

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	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	3	0	0	3
PG	0	0	0	0	0	0	3	4	0	7

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	602	0	0	0	602
	Female	281	0	0	0	281
	Others	0	0	0	0	0
PG	Male	3	0	0	0	3
	Female	7	0	0	0	7
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	28	27	29	19
	Female	8	15	17	16
	Others	0	0	0	0
ST	Male	3	1	2	1
	Female	0	0	0	1
	Others	0	0	0	0
OBC	Male	119	157	118	97
	Female	42	52	64	70
	Others	0	0	0	0
General	Male	1	1	2	0
	Female	0	1	1	1
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		201	254	233	205

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Computer Science And Engineering	View Document
Electrical And Electronics Engineering	View Document
Electronics And Communication Engg	View Document
Mechanical Engineering	View Document

NAAC

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
7	7	7	4	4

File Description	Document
Institutional data in prescribed format	View Document

1.2

Number of departments offering academic programmes

Response: 4

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
222	234	224	198	203

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
228	239	251	242	276

File Description	Document
Institutional data in prescribed format	View Document

2.3**Number of students appeared in the examination conducted by the Institution, year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
280	363	410	169	122
File Description		Document		
Institutional data in prescribed format		View Document		

2.4**Number of revaluation applications year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

3 Teachers**3.1****Number of courses in all programs year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
389	389	368	320	320
File Description		Document		
Institutional data in prescribed format		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
61	68	59	54	50
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
84	84	84	54	54
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
222	234	224	198	203
File Description		Document		
Institutional data in prescribed format		View Document		

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

2019-20	2018-19	2017-18	2016-17	2015-16
201	201	201	164	164
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 25****4.4****Total number of computers in the campus for academic purpose****Response: 600**

4.5

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

2019-20	2018-19	2017-18	2016-17	2015-16
160.4	129.7	615.4	376.4	398.03

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

All the Undergraduate and Postgraduate programmes offered by the Institution adopt Choice Based Credit System and All the Undergraduate Programmes are accredited by the National Board of Accreditation(NBA). The institution has elaborately prepared its vision and mission statements. Each programme defines its Programme Specific Outcomes along with the Programme Outcomes defined by NBA and each course in the curriculum has its Course Objectives/Course Outcomes in alignment with the Institution's Mission/Vision statements.

The Institute has the systematic procedure for development, revision and implementation of curriculum of all the departments. The curriculum is designed carefully by addressing the recent technologies and the opportunities existing in regional and global level with all necessary fundamentals. The Curriculum is designed to ensure that the students have the required domain knowledge, skills and attitude. The factors considered for design of curriculum are:

- (i) Syllabus of various reputed Indian Universities
- (ii) Model curriculum prescribed by AICTE,
- (iii) The Program Specific Outcomes of professional bodies,
- (iv) Suggestions by industry experts and alumni.

Process for Curriculum Design:

- The initial version of the curriculum is prepared by having the above design criteria, through discussions with stakeholders.
- The proposed curriculum is then discussed in the Department Advisory Board and is put forth to BOS (Board of Studies) where the experts from industry, academia, Alumni in addition to senior faculty members.
- The curriculum is then placed for approval during the Academic Council. Curriculum is finally evolved and published in Government College of Engineering, Bargur website.

The academic autonomy of the Institution provides the opportunity to frequently revise the curriculum based on needs and suggestions from various stakeholders. In the last five years the syllabus of UG and PG programmes was revised in 2017, 2018 and 2020. Since the institution is situated in the rural area, revision

of the curriculum focuses mainly on introducing new courses with multiple facets for improving the soft skills of the students with MOOC courses, Internships etc.

The students are given opportunities to upgrade their knowledge by undergoing MOOCs courses through NPTEL. Further the Internship is made compulsory for all the students and as a result the student can upgrade the knowledge base in diversified fields. In addition to the curriculum, student's skills are upgraded by conducting various value added courses, foreign language training to make them industry ready.

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

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 100

1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response: 7

1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 7

File Description	Document
Details of program syllabus revision in last 5 years(Data Template)	View Document
Link for Additional Information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 11.72

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..

2019-20	2018-19	2017-18	2016-17	2015-16
45	50	35	45	34

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document
Link for Additional Information	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>Response: 25.81</p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 278</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.</p> <p>Response: 1077</p>	
File Description	Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

<p>1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>Response: 100</p>	
<p>1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.</p> <p>Response: 7</p>	
File Description	Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

1.3 Curriculum Enrichment

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

Response:

Government College of Engineering, Bargur has included different types of courses in the curriculum, of which many enhance professional competencies while others aim to inculcate general competencies like social values, human values, environment and sustainability etc., thereby leading to the holistic development of students.

The courses on Ethics, Human Values, Human Resources & Organizational Behaviour and Environmental Studies are embedded in the curriculum of all programmes. Students are also provided opportunities to be part of Community Outreach programmes like NSS.

Gender Sensitivity:

Gender allied awareness programme “Legal Rights for Women” has been organised for the Girl students of the College under National Commission for Women. Topics like Fundamental Rights and Directive Principles, Protection of Women against Domestic Violence Act – 2005, Sexual Harassment of Women at Workplace Act – 2013 were part of the seminar.

The Internal Complaints Committee was constituted and has been functioning in a formal sense since 2020. The cell aims to enable lady faculty and girl students to have a safe, harassment-free environment and provide a congenial working/studying environment for them.

Human Values and Professional Ethics

A course of 3 credits on human values "Professional Ethics and Human Values" is offered to all the students to take at least once during the programme of study. Social development activities like organizing blood donation camps, environment awareness camps, workshops on social issues, public health during COVID, gender issues etc. All the activities are monitored by faculty in-charge at each institution/campus.

As an integral part of student engagement in social activities during their programme of study, the college also guides all the students to enrol as NSS Volunteers. It aims at inculcating values, ethics and socially responsible qualities.

Environment studies

A Mandatory course is included in all UG programmes relevant to environment studies. In order to sensitize students about the environment and sustainability issues, a number of activities such as workshops, industry visits and field excursions were organized for students of all programmes.

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

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

Response: 0

1.3.2.1 How many new value-added courses are added within the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
List of value added courses (Data Template)	View Document
Link for Additional Information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
List of students enrolled	View Document
Link for Additional Information	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the

latest completed academic year)

Response: 100

1.3.4.1 **Number of students undertaking field projects / internships / student projects**

Response: 222

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document
Link for Additional Information	View Document

1.4 Feedback System

1.4.1 **Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni**

Response: C. Any 2 of the above

File Description	Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

1.4.2 **The feedback system of the Institution comprises of the following :**

Response: C. Feedback collected and analysed

File Description	Document
URL for stakeholder feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 79.68

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

2019-20	2018-19	2017-18	2016-17	2015-16
222	234	224	198	203

2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
294	294	294	240	240

File Description

Document

Institutional data in prescribed format (Data Template)

[View Document](#)

Link for Additional Information

[View Document](#)

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

Response: 70.27

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

2019-20	2018-19	2017-18	2016-17	2015-16
129	141	131	122	127

File Description

Document

Institutional data in prescribed format

[View Document](#)

Link for Additional Information

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

Learning Level of students is monitored regularly by internal assessment tests, and tutorial sessions; first semester output gives clear picture on students' performance. Three internal assessment tests are conducted before the end semester examinations. After each internal assessment tests, the results are analysed and the slow learners are identified. The class committee meeting is convened after each internal assessment tests to address the academic issues of the students. Separate counselling is given to slow learners by class advisor and Head of the Department. Additional classes and re-tests are conducted for slow learners. Apart from the class advisor, the senior students (advanced learners) are appointed as mentor for small group of slow learners in the lower semesters. The student mentors help the slow learners in the Department and as well as hostel premises.

Support weak students through

- Remedial classes
- Extra Coaching beyond class hours by Academic support Program
- Personal counselling with individual students

Faculty members individually evaluate students and personally help them to overcome difficulties associated in understanding the subjects through mentor system.

Advanced learners are encouraged to do mini-project in their subject domain. The experts are invited from Academia, R&D organizations and industries to deliver lecture to the students on recent developments and industrial requirements in all disciplines. It gives opportunity to the advanced learners to enrich their subject knowledge with recent advancements and current researches in their domain.

From this academic year, an 21 days induction programme is organized for the first semester students to motivate them to excel in their studies and to identify their inner skills. Office of the Controller of Examinations (CoE) of the Institute has initiated the steps to reduce the gap between last date of the examinations and announcement of results.

CoE office is taking necessary actions to publish the results within 15 days from the commencement of next semester classes, so that slow learners can be identified and mentored to achieve better performance.

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

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)**Response:** 3.64

File Description	Document
Link for Additional Information	View Document

2.3 Teaching- Learning Process**2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences****Response:****Experimental learning**

The experimental learning involves engaging students in activities that enable them to experience course content. The curriculum is designed such that the theory and the corresponding laboratory courses are present in the same semester to enable the students to experimentally learn the concepts what they are studying the theory course in lab class. The students carry out lot of experiments in their laboratory courses and mini project works. The Institute encourages the students to have experimental learning by conducting hands on experience workshops on the state of the art equipments procured in all departments. The students undergo industrial visits, in-plant training, internships at industries and R&D organizations, which will help them to visualize the concepts, learned in their classrooms.

Participative learning

Participative learning encourages students to restructure their own knowledge and understanding of concepts, which helps students to recognize gaps in their understanding, it promote effective problem solving strategies. The department makes use of participative learning methods like, group discussion where the students express their knowledge within the group and have healthy competition, Industrial/Field visit- the department organizes guest lectures and arrange industrial visits for students to develop their interactive, collaborative and independent learning. For necessary topics, interactive lectures with industry experts are initiated in the department. Classroom debates and seminars are also made within the department for the students.

Problem solving methodologies

The problem solving methodology learning focuses on providing students with opportunities to identify and tackle complex, multifaced problems in both small groups and on their own. Problem based learning was implemented in the tutorial classes by the subject faculty. The Institute also encourages getting MOU with the industries for better training in problem solving in core fields and bridging the gap between academics and the industry. The objective of detecting, identifying, assessing the problems and ways to explore the possible solution by the analytical, intellectual and investigative approach to the student which are thoroughly facilitated by the faculty.

E – Learning

The institute has adopted the e-learning technology like SWAYAM lectures; Anna University sponsored 'EDUSAT' lectures and Quality Enhancement in engineering Education. Under this, faculties have been arranged the Live Classes and virtual labs, tutorials offered by IIT professors.

Online Class:

Institute provided intractive panels to all the faculty members and established 5 video lecture capturing studio in the campus for efective online teaching in the COVID 19 pandemic lockdown.

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

ICT tools complement the traditional teaching-learning methods, and the institute is highly interested in providing innovative methods for enriching the learning experience.

- Interactive Smart Classrooms / Teaching through Smart Boards: Topics are explained to students in class rooms with e-content in the form of animation and working pictures.
- The smart class rooms are further strengthened by providing internet facility. Availability of internet in the class room has taken the teaching-learning processes to newer heights.
- The students make best use of this facility in out of class times for downloading the latest information / youtube lectures etc.
- Audio-visual materials and Power Point Presentation for the relevant topic are incorporated to supplement textbooks. These tools will help student's imagination to thrive and grow.
- Faculty members share his/her handouts, quizzes, and materials though google classroom where forum is set up to interact with their students and help solve their problems.
- Soft skill classes are conducted to students for personality development.

File Description	Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	View Document

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

Response: 10.09

2.3.3.1 Number of mentors

Response: 22

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document
Circulars pertaining to assigning mentors to mentees	View Document
Any additional information	View Document

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

Response:

The Institute gives more importance in preparation of Academic Calendar to balance between academic activities, non-academic activities, teaching and examination schedule. The academic calendar is prepared well in advance before the commencement of the classes and circulated to all departments and displayed in notice boards. The academic schedule planned such a way that the students can undergo three-four week inplant training, internships, field projects, etc during their vacation period. The Internal Assessment Test dates, last working day and end semester examination start date are fixed in the academic schedule and Institute strictly adheres to the academic schedule. Hence, the students can prepare well for the internal Assessment Tests and End Semester Examinations. All the faculty members prepare their lesson plan before the commencement of classes and get approval from their Head of the Department. The number of hours in the teaching plan is framed depending on the credits of the course and made available to the students. According to the lesson plan and implementation details are placed in the course file of the subject. This guides the faculty members to stick to the academic schedules as much as possible.

The chief faculty advisors of all Departments ensure that the Internal Assessment Tests and Project Reviews are conducted on scheduled date and time. And also, they ensure that all the faculty members complete the syllabus before the last working day of the semester.

However, in the case of unanticipated circumstances, the curriculum is completed by engaging lecture and lab sessions on weekends or on weekdays beyond college hours to compensate the lag. Sample Academic Schedule for the 2019-2020 even semester

File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document

2.4 Teacher Profile and Quality

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

Response: 83.28

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

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

Response: 30.15

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

2019-20	2018-19	2017-18	2016-17	2015-16
23	25	19	13	10

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document

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

Response: 3.41

2.4.3.1 Total experience of full-time teachers

Response: 208

File Description	Document
Institutional data in prescribed format	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 29.4

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
14	23	12	48	50

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**Response:** 100**2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
280	363	410	169	122

File Description	Document
Number of complaints and total number of students appeared year wise	View Document

2.5.3 IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution**Response:**

For the effective implementation of the reforms advised by the Autonomous Body/University, the college has an exclusive Examination Cell headed by the Controller of Examination for overseeing the conduct of all the internal and external examinations. Question papers are set by different faculty and handed over to the Examination Cell for ensuring smooth conduct of the examination and evaluation. The results are analysed and reviewed by the HoD so as to plan and execute corrective actions, if any.

There is a provision for applying photocopy of the answer paper of end-semester examination. Students can apply for revaluation of answer papers after consulting with concerned faculty members (with answer paper).

Positive impacts of reforms on the examination procedures are as follows:

Standard of valuation and Question papers are improved Number of revaluation applications are reduced

Possibility of one-time withdrawal over the entire period of UG/PG programme Two level question paper scrutiny is maintained

Students are given with an opportunity to review their valued answer scripts Quick publication of results

2.6 Student Performance and Learning Outcomes

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

Response:

Program outcomes, program specific outcomes and course outcomes for all programs are printed in Regulation/Curriculum/syllabus book and the copies of this is given to faculties, students of concerned department by the Controller of Examination Office. Moreover, these are stated in college website under corresponding departments. These are also disseminated in classroom, seminar hall, notice board and Laboratories. The defined mandatory Graduate Attributes (GAs) have been taken from the NBA guidelines. Based on the guidelines, the Department Advisory Board formed the Programme Outcomes considering the Department Vision and Mission, Programme Specific Outcomes, inputs received from students, faculty members and Alumni. The POs were put up in the Board of Studies (BOS) for approval and revision.

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

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

Response:

The program outcomes and program specific outcomes are achieved through specific core courses as well as elective courses which are designed based on the model curriculum of ASCE, ASME, AICTE, IEEE etc.

and offered as discipline specific programmes at UG and PG level with stated program outcomes and Program specific outcomes.

The curriculum is designed to cover all program outcomes. The courses of the curriculum collectively provide the means by which the students obtain the necessary knowledge and skill needed to ensure that the Programme Educational Objectives are achieved after 3-5 years of graduation.

Each course has its learning objectives and outcomes that are stated in its syllabus. The course outcomes are thus directly and quantitatively assessed and are mapped through weighted links to the program outcomes as shown in the course articulation matrix of the syllabi. The course outcomes are framed in such a way that if the course outcomes are met then we can ensure that the program outcomes are also met.

In the syllabus book, each course are described with content to be delivered along with course objectives, course outcomes (CO) and course articulation matrix i.e., mapping of COs with Program Outcomes (POs). Using this articulation matrix, course instructor/Faculty In-Charge will calculate attainment of course outcome by assessment tools and there by program outcome and program specific outcome attainments.

Continuous Internal Assessment Test : Three internal assessment tests are conducted during the semester for all the theory courses to assess the student's knowledge and understanding on the course.

End-Semester examination: The end semester examinations are held for all courses at the end of the semester to evaluate the student's knowledge in the respective course.

Assignment: Assignments are given to the students for all the courses to evaluate their ability to apply the knowledge gained in that course.

Project Review: Three reviews are conducted for all projects during the semester to monitor the progress in their project works.

Project viva-voce: Viva-voce is conducted for each final year project team at the end of the semester

File Description	Document
Link for Additional Information	View Document

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 66.67

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

Response: 152

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

Institution.	
Response: 228	
File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.22	
File Description	Document
Upload database of all currently enrolled students	View Document
Link for any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution's Research facilities are frequently updated and there is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

RESEARCH POLICY

Preamble

Government College of Engineering, Bargur concentrates on encouraging Research Culture by accompanying it with teaching – learning in which freedom of inquiry, thought, expression and publication are given the fullest protection.

Research Policy of the College

The Research policy document grants broad principles that guide the research activities keeping the integrity of scholarly inquiry that supports the faculty and students in achieving brilliance and contributing to the societal development.

Aims and Objectives

The research policy targets to create and support a research culture among its staff and students and leverage it for enriching and enhancing the professional competence by:

1. Increasing and promoting scientific temper and research skills of all learners
2. Realizing the vision and mission of the college and supporting their participation in research and related activities
3. Providing the required resources and appropriate facilities for smooth conduct of Research
4. Strengthen the institutional capacity for planning, budgeting and control all the research activities of the college
5. Adopting socially relevant research and promote multidisciplinary research.
6. Developing rules, procedures and guidelines for granting research support, instituting awards, and supporting all other research related activities.

7. Guiding faculty members in the effective integration of research projects with the regular curriculum implementation and enhancement activities.
8. Encouraging interdisciplinary research and establish modalities for preparing and undertaking joint research projects covering more than one knowledge domain as well as policies for involving external agencies/experts in such projects.
9. Recognizing, collaborating and establishing linkages including MOUs with National/International/Govt/ Non-Govt/ Industry/ Research organizations and Local agencies to benefit from the activities and programmes conducted by those organisations for broadening the scope of the research opportunities, obtaining sponsorships and funding options available.
10. Encouraging and facilitating the publication of the research work/projects in reputed academic journals
11. Helping as a facilitator to provide professional guidance, technical support and recommendation for financial assistance
12. To create awareness about patents and intellectual property rights and assists them in applying.
13. Accumulating data on all the research work/projects undertaken by the teachers and students in to a database for easy monitoring and analysis of the progress being made by them from year to year.
14. Drawing and adopting a research code, which informs all researchers about the ethical and legal norms and principles to be followed in the conduct of research.
15. Formulating and implement a research quality assurance mechanism for ensuring that all research activities of the college conform to standard quality specifications.

File Description	Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 1.12

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
2.88	1.79	0.95	0	0

File Description	Document
List of teachers receiving grant and details of grant received	View Document

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

Response: 0

3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
List of teachers and their international fellowship details	View Document

3.2 Resource Mobilization for Research

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

3.2.2 Percentage of teachers having research projects during the last five years

Response: 0

3.2.2.1 Number of teachers having research projects during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Names of teachers having research projects	View Document
Link for additional information	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 16.39

3.2.3.1 Number of teachers recognized as research guides

Response: 10

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

3.2.4.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
4	4	4	4	4

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

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

The institution is planning for creation of Incubation centre for Innovation to facilitate research and development of new products within the college campus. Sufficient funding, technical expertise and guidance will be given to the innovation to shape their ideas in order to fulfill the 'Make in India' policy launched by the Government of India.

VISION:

To provide world class engineers who are ethical and good citizens of our motherland.

MISSION:

To groom the student community through learner centric quality lectures, laboratories, libraries and value added training.

Objectives

- 1.To facilitate resources for graduate to do research through mentoring and networking.
- 2.To create awareness about research and new innovations among engineering students.

3.Motivating graduated to participate and collaborate in programs with congruent organizations for funding as well as knowledge exchange.

4.Shift from resource facilitator to resource provider for promoting and fostering research for graduates over a period of 5 year

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.

Response: 2

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	0	0	0

File Description

Document

List of workshops/seminars during last 5 years

[View Document](#)

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: E. None of the above

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years

Response: 0

3.4.2.1 How many Ph.Ds are registered within last 5 years

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

Response: 9

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

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

Response: 1.03

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

2019-20	2018-19	2017-18	2016-17	2015-16
25	15	5	5	10

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

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

Response: 0.03

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	0	0	0	0

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

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 3.96

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 8

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy

3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 0

3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
List of consultants and revenue generated by them	View Document

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

Response: 18.54

3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
9.5379	6	3	0	0

File Description	Document
List of facilities and staff available for undertaking consultancy	View Document

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community, -sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

The students of Government College of Engineering (GCE) not only dedicated towards studies but also lend their hands to social services. With a diversified clubs and internal programs, the students of GCE have been serving the society through various extension and outreach activities for the last 5 years. The activities are also conducted in collaboration with industries, communities and non-government organizations through the NSS, NCC, Youth Red Cross, . Some of the activities done by the gems of GCE for the betterment of society are listed below.

The NSS of GCE conducted blood donation camp, dental camp to aid the poor people and students. Also NCC organized army attachment camp, combined army training camp and trekking for students to mould them for serving the nation. Rotaract club of GCE organized a blood donation camp for dengue patients which was greatly appreciated by the society. The literacy mission, plastic awareness program, health awareness program were some of the gems at the crown of Rotaract clue of GCE. National Service Scheme of GCE organized activities like blood camp, clean GCE, handled class for Government high school bargur krishnagiri

The Students of GCE have completed Swach Bharath Internships and involved in social activities.

File Description	Document
Upload Any additional information	View Document

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response: 0

3.6.2.1 Total number of awards and recognition received for extension activities from Government/

Government recognised bodies year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**Response:** 3**3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	1	0	1

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

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**Response:** 19.26**3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
0	15	99	30	62

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

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Response: 0.6

3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	0	0

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

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

Response: 8

3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	3	0	5

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

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Laboratories, computing equipment, etc.

Provision of adequate infrastructural facilities for teaching and learning has always been a priority area for the Institute. The institute abides by the norms provided by AICTE and Anna University, Guindy, Chennai to provide and enhance the infrastructure required to facilitate effective teaching and learning. The Institute has a total land area of **50 Acres** of land in madepalli village, near Bargur which acquired for constructed with robust structures of new buildings for various academic purposes.

A sum of Rs.7.85 crores has been spent for the construction of 1.Administrative Building 2.Electrical and Electronics Block 3.Electronics and Communication Block 4.Computer Science and Engineering Block 5.Mechanical Engineering Block 6.Hostel for Boys and Girls 7.Additional Boys Hostel 8.Library Block 9.AICTE has granted Rs.2 Crores for construction of SC/ST Hostel with skill Development Center. The Directorate of Technical Education reviews the requirements and approves if appropriate and then facilities are created/procured by the standard procedure. The institute has planned and constructed the infrastructure which facilitates the curricular and co curricular activities. All the departments are fully equipped with the necessary infrastructure to meet the ever increasing requirements which adequate class rooms, seminar halls, tutorial rooms, laboratories, and sufficient space for hosting all academic activities as shown below.

Class rooms: Each classroom is of adequate size and has enough lighting, air ventilation and good ambience. The institution has sufficient number of well-furnished, well ventilated, and spacious classrooms for conducting theory classes. Class rooms are equipped with overhead LCD projectors to facilitate the teachers to adopt varied teaching methods. All classrooms are also equipped with Smart boards for interactive learning experience.

Laboratories/Workshops: Our institution has well equipped laboratories and workshops for different departments. The institute has Laboratories with state of the art equipments and machinery for the students to carry out Practical courses, projects and research works. All laboratories are operational, and well maintained not only for carrying out curriculum oriented lab practical's but also to carry out research activities.

Tutorial rooms: Tutorial rooms are available in institute to conduct tutorial classes to address the personal level doubts and queries of the students.

Seminar Hall: Each department has one seminar halls and mini seminar halls with public addressing systems; LCD projectors, etc are available. Nearly **350 and 100 members** can be accommodated in the seminar halls respectively. These halls are regularly used for conducting seminars of state and national level at the Institute.

Auditorium: The Institute have 4 seminar halls with public addressing systems; LCD projectors, etc are

available. Nearly 1000 members can be accommodated in the auditorium hall. These halls are used for conducting meetings and cultural programs of state and national level at the Institute.

File Description	Document
Paste link for additional information	View Document

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

Response:

Facilities for Sports Activities:

College has a playground of 10117.1 sqm. The ground has many sports facilities like basket ball volleyball, Football, Handball, Kabaddi, KhoKho, Box Cricket, Netball and Athletic track. Apart from outdoor games college has made provision of indoor games such as Table tennis, carom, chess etc.

College has a well-equipped gymnasium with facilities such as machine exercises, free weight exercises, These facilities are made available to all the students.

Specialized coaches are appointed to train the students participating in various zonal, all India and Interuniversity level tournaments.

Facilities and promotion of Cultural Activities:

Extra – curricular activities :

To encourage the extracurricular activities among students the College has good sound system, music system, orchestra, light system and various allied equipments. College has many clubs such as Tamil mandram, Computer club, Science club, literary and debating society, fine arts club and orchestra, Rotaract club, Youth red cross, National cadet corps, National service scheme, Red ribbon club, Robotics club, Students organize various activities under these clubs. For example, in Tamil Mandrum, the students regularly organises events by inviting Celebrities for presiding the function. I

Co – curricular activities:

Every Department conducts seminars, workshops and technical contests in areas concerning their programmes to strengthen the theoretical and practical knowledge of the students. There are also student members in the respective professional societies and these societies also promote technical activities and student participation. Institution facilitates the conduct of these activities for the benefit of students.

Seminar halls, classrooms and other amenities as required by the co-curricular activities are made available by the respective faculty co-ordinator. The planning and conduct of the activities are also supervised by the co-ordinators along with the student members.

The following infrastructure facilities are meant for the above.

- Auditorium
- 5 Seminar halls
- Play ground with Stadium
- Gymnasium

File Description	Document
Paste link for additional information	View Document

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

Response: 64

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 16

File Description	Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

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

Response: 40.25

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
53.4	11.7	65.4	276.4	298.03

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	View Document
Link for any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

The Central library spreads over to ground plus one floor, well-protected with fire alarm, Flap Barrier and CCTV surveillance. It has specialized collections of Books, Journals & other resources in Sciences, Engineering and Technology, Civil service examinations, Humanities, Social Sciences and Management ranging from printed books, CDs\DVDs. The Central Library subscribes to national and international journals in print and online journals. The library has a QEEE and NPTEL video course and internet browsing facility.

Central Library is completely automated with latest library automation technology: Radio Frequency Identification (RFID) software provided with selfcheck-in and checkout and return kiosk, fast book/CD/Journal circulation, handheld reader for security, efficient inventory management, locating missing/specific books quickly and easily and online renewal/advance booking facility.

File Description	Document
Upload any additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	View Document

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

Response: 16.92

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

2019-20	2018-19	2017-18	2016-17	2015-16
5.4	0	33.34	9.97	35.89

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 3.89

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 11

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities

Response:

Government College of Engineering, Bargur has continuously upgraded the IT facilities to improve the student learning. With a help of TEQIP-II campus wide network was established to provide connectivity to departments, administrative building and hostel blocks. An amount of One crore was spent for the same from TEQIP-II. The purchase was done through national competitive bidding. Fortinet firewall was used. To manage the system, cyber roam software was used and downloads and other activity were restricted.

For implementing Cloud infrastructure, XEON gold server which can support virtualization across multiple operating systems was procured approximately for a total cost of 72 lakhs through open tender. Checkpoint software is installed in the system. This procurement is very helpful and software applications as detailed below have been developed by the students to support the Directorate of Technical Education, Tamil Nadu for managing around 500 engineering colleges across the state.

1. Readmission and transfer portal

2. First graduate Scholarship system
3. First Year Engineering Admission Approval System

The COVID-19 crisis has forced education systems worldwide to find alternatives to face-to-face instruction. As a result, online teaching and learning have been used by teachers and students on an unprecedented scale. Since lockdowns – either massive or localized - may be needed again in the future to respond to new waves. The college has a 100Mbps (BSNL), 1Gbps (NIC), leased line with 600 nodes covering the entire campus. The Wi-fi facility has been provided to everyone in the campus and in the hostel. Most of the classrooms are ICT enabled with a computer, LCD facility, LAN and internet connectivity for enhancing teaching learning process. All the laboratories are provided with internet connectivity and computing systems to access worldwide web and e-learning materials. Seminar halls are equipped with multimedia facilities. Video Conferencing facilities are available for interaction with Industry experts and academicians. For example NPTEL courses are being organized through video conferencing. Faculty development Programmes are also arranged using video conferencing. Invited talks and webinars are conducted in seminar halls using ICT facilities. College is one of the remote centres for workshops organized by ISTE and conducted by IITs. These workshops are held in ICT enabled seminar hall. Video conferencing facility is used for interactive sessions with professors from other universities, industry experts and recruiters.

Sl.No	IT Facilities available
1	Blade Server
2	SAN Storage - GCE Portal (Automation) Date of installation : 28.03.2014
3	Mirror Server – 4 nos Date of installation : 12.08.2014 (Ftp Server, NPTEL videos, QEEE Lectures DHCP server)
4	Firewall – Fortinet 600 C
5	1. Core Switches – 1 No 2. Distribution – 2 No 3. Edge switches 4. POE switches (for Wi – Fi access)
6	Outdoor Wi-Fi (make: Extreme) – 5 Nos Indoor Wi-Fi (make: Extreme) – 110 Nos Wi-Fi controller (make: Extreme) – 2 Nos Wi – Fi updation date : 06.10.2016
7	Wi-Fi available for the following places: 1. All hostels

	2. Main building	
	3. All department buildings	
8	Campus wide Network updatation of core, distribution systems, Firewall and Routers	
File Description		Document
Paste link for additional information		View Document

4.3.2 Student - Computer ratio (Data for the latest completed academic year)	
Response: 0.37	
4.3.3 Bandwidth of internet connection in the Institution.	
Response: 20 MBPS - 35 MBPS	
File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Institution has the following Facilities for e-content development	
<ol style="list-style-type: none"> 1. Media centre 2. Audio visual centre 3. Lecture Capturing System(LCS) 4. Mixing equipments and softwares for editing 	
Response: E. None of the above	
File Description	Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years	
Response: 46.55	
4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year wise during the last five years (INR in lakhs)	

2019-20	2018-19	2017-18	2016-17	2015-16
110.4	109.7	115.4	116.4	118.03

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document

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

Response:

The College gives great prominence to creation, maintenance and upkeep of all the infrastructure necessary for effective teaching-learning, positive development and efficient maintenance. The PWD Wing and Directorate of Technical Education is monitoring the maintenance of buildings, classrooms and laboratories. A Building committee consisting of 5 expert members scrutinizes all proposals for new constructions and modifying existing buildings. A few specific initiatives undertaken to improve the physical ambience in the last five years are:

- Concreting of the parking area
- Coloring of buildings
- Changing window shutters
- Renovation of washrooms
- Planting of new trees

Physical infrastructure repair work is carried out by PWD- Buildings and Electrical wing. AMC contract is given to external agency for the maintenance of Computers and printers within the college. As and when required, the institution takes up calibration and other servicing measures for the equipment/instruments through suppliers and service personnel periodically and in some cases through annual maintenance services. The departments maintain the complete records of such services. Other laboratory equipment is maintained by technical supporting staff. In case of any repair requirement, service is hired from outside agencies. To maintain internet connectivity and CCTV security system, network and system administration team is appointed. LCD projectors, air conditioners and water coolers are maintained with the help of external agencies.

Library Resource materials and users of the Library are monitored by CCTV Surveillance.

General Security

Trained Security Personnel are deployed at the college main gates, at all the department blocks, hostels and other strategic locations. Under the supervision of a security officer, they keep constant vigil all the movements inside the campus, take care of the security of all the equipment in the buildings and also check all the outsiders entering the campus. Garden maintenance is taken care of by a team of gardeners. CCTV Cameras are installed in various vantage points inside college campus. All drawing halls are provided with CCTV camera. Campus is equipped with CCTV camera on main places with 24x7 security system, necessary human power is available to take care of the facilities.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 366.38

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

2019-20	2018-19	2017-18	2016-17	2015-16
749	784	812	786	812

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

5.1.3 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. Awareness of trends in technology

Response: B. 3 of the above

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

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 5.86

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	58	0

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

5.1.5 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees

Response: B. 3 of the above

File Description	Document
Upload any additional information	View Document

5.2 Student Progression

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

Response: 28.67

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

2019-20	2018-19	2017-18	2016-17	2015-16
46	78	121	63	45

File Description	Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch).

Response: 16.23

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 37

File Description	Document
Details of student progression to higher education	View Document

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

Response: 2.11

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

2019-20	2018-19	2017-18	2016-17	2015-16
6	2	1	1	0

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

2019-20	2018-19	2017-18	2016-17	2015-16
209	68	45	40	26

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

5.3 Student Participation and Activities

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	View Document

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

Response:

The Institute has a student council constituted with academically strong students as its body. It operates with a sense of responsibility in dealing with the student concerned activities. The Institute also encourages participation of student representatives in various decisions making, academic and administrative committees, this enable them in acquiring better academic environment. Student opinions and suggestions are considered to take measures in view of students' perception. All the departments have their associations and the events of the academic year begin with assoication inauguration followed by a national level

technical symposium. Conferences and other events are conducted for the students. Various committees are formed and the entire program is managed by the students .

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 4.6

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
7	5	4	3	4

File Description	Document
Number of sports and cultural events / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

It has contributed significantly through financial and non-financial means during the last five years.

Short Courses on Soft Skills, Spoken English, Personality Development and skills to face Interviews, Resume Writing, Elementary Computer Courses for the students.

The Alumni of the Institute help in Organizing seminars and workshop. The Japanese Language Training Programme was sponsored by the Alumni. An Alumni fund is maintained with a contribution of Rs.1000 when the student leaves the campus. The alumni fund was used for digging of a borewell. Some alumni help the students to pay the college fees.

Alumni visit the campus for delivering lectures and taking part in conducting symposium and other events.

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

Response: E. <2 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

Response:

The vision of the college is to provide world class engineers who are ethical and good citizens of our motherland. To achieve this, the mission of the institute is well articulated. The departments also have formulated their own vision and mission in accordance with that of the institute. Based on the Vision and Mission of the institute and inputs from various stakeholders, the Quality Policy was drafted. The Board of Governors (BOG) gives guidance to achieve the vision. Our college provides effective academic leadership to the faculty, by setting goals and involving them in participative decision-making process not only to achieve the vision, mission and motto of the institute but also in constructing the institutional culture.

The institute's mission is to groom the student community through learner centric quality lectures, laboratories, libraries and value-added training. Students are involved in industry, head-on by way of industrial projects/ internships/ research projects which expose them to recent industrial trends and to inculcate the spirit of research aptitude. Our members of faculty continually update themselves and are equipped with knowledge of the highest standards. The institute facilitates on-campus recruitment and many of our graduates are doing higher studies in IIT's, NIT's and reputed universities in and around the world. GCEB aims to be one of the best engineering institutions and is continuously making efforts to offer quality education, research facilities and placement. To ensure this, the institute is an NBA accredited of all branches and it adopted the philosophy of Outcome Based Education (OBE) system, our teaching faculty are provided with ICT tools for their effective online teaching, and all classrooms are fully equipped with Smart boards. The Governing Council meets periodically to take stock of the current situation and progress made and makes policy decisions to improve the functioning of the college to take it forward.

The composition of the Governing Council is as follows:

1. Chairman- Mr. P. Balasubramani, Deputy Manager, BHEL Power Sector Southern Region, Chennai.
2. Institution Head- Dr. M. Nataraj, Principal, Government College of Engineering, Bargur 635 104.
3. Industrialist - Mr. C.R. Durairaj, Chief Safety Officer, TITAN Industries Limited, 3, SIPCOT Industrial Complex, Hosur.
4. Industrialist - Mr. C. Devaraju, General Manager, District Industries Centre, Krishnagiri.
5. Industrialist - Mr. M. Balaji, Technical Director, Frontline Electronics Pvt. Ltd., Salem.
6. Educationalist- Dr. M. Arularasu, Additional Director (Exam), (Ex-Officio) Directorate of Technical Education, DOTE, Chennai.
7. Finance officer- Mr. G. Venkatesan, Financial Advisor and Chief Accounts Officer, (Ex-Officio)

Directorate of Technical Education, DOTE, Chennai.

8. UGC Nominee - Prof. Varadachariar Kannan, Dept. of Mathematics, University of Hyderabad, Hyderabad – 500046.
9. University Professor - Dr. V. R. GiriDev Professor, Dept. of Textile Technology, Alagappa College of Technology, Anna University, Chennai 600 025.
10. Faculty of the Institution- Dr. J. Nafeesa Begum, HOD i/c, Computer Science and Engineering, Government College of Engineering, Bargur 635 104.
11. Faculty of the Institution - Dr. P. Thirumal, HOD i/c, Mechanical Engineering, Government College of Engineering, Bargur 635 104.

File Description	Document
Link for additional information	View Document

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

Response:

The Department Heads have both academic and managerial autonomy. To ensure smooth functioning of operational and academic activities, the Head of the Institution shall be assisted by Head of the Department's and various committees. Principal is given financial powers as per state Government Orders. As far as academic aspects are concerned, the Head of Departments are having freedom to make decisions in accordance with the situations. Major decisions are usually taken both in Head of the Department's meeting and with various committee members such as Board of Studies, Academic Council, Standing Committee, Internal Quality Assurance Control Cell. At the micro level suggestions from students, non teaching faculty and teaching faculty are taken for implementing a better system.

File Description	Document
Link for strategic plan and deployment documents on the website	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The Institution is committed to obtain maximum funds from Central and State Government funding agencies to improve its Research and Development (R&D) facilities, with the help of TEQIP-II, TEQIP-III and State Government funding the labs are modernized to cater the needs of changing environment in technology for improving students' quality. Also our faculties are getting funding from Central government agencies like AICTE, DST-SERB, DRDO, ISRO. We have created an environment to access

national and international journals through digital media by e journal subscription. All the departments are motivated to involve in revenue generating activities such as consultancies and testing with the facilities available. Also the quality of faculty members is enhanced by motivating them to attend programs like FDPs, Conferences, Seminars and Industry oriented programs outside. Special attention will be given for disadvantaged and rural students to increase transition rate. Syllabus revision will be made in phase with the changing technology and adopting Outcome Based Education (OBE).

File Description	Document
Link for Strategic Plan and deployment documents on the website	View Document

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

Response:

Board of Governors Composition:

Institution has its own Board of Governors (BoG) as per State Government G.O (1D) No. 102 Dt 17/06/2011

Academic Council:

The Academic Council is the highest academic body of the college and is responsible for examination reforms, regulating, maintaining the standards of teaching, research and well-functioning of the college. It comprises the Principal as its Chairperson, all the Heads of Departments, industry experts and nominees from the University as the members.

Board of Studies:

The Board of Studies (BoS) is primarily responsible for the development of curriculum and syllabi.

Its principal concerns are:

- The general arrangements for teaching and examining.
- The revision of curriculum structure and contents.
- Supervision of the academic progress of students.

The Board of Studies is chaired by the Head of the department and members include faculty at different levels covering different specialization of the programme, academic experts from other institutions, expert from industry, university nominee, and post graduate meritorious alumnus, nominated by the Principal and student members nominated by the Principal.

Principal:

Being the member secretary of BOG Principal involves in implementing the devised strategic planning for the development of the institution and conducts meetings periodically. The progress made by the institution will be reported to the BOG Members which reviews the progress and functioning of the institution and suggest the remedial measures wherever needed in accordance with the Good Governance.

•Responsibilities:

- Policy making and providing academic and administrative leadership
- Academic and administrative management of the institution
- Monitoring and Evaluation of academic and research activities
- Promotion of industry – institution interaction and R & D activities
- Offering consultancy services and improving placement activities
- Participation in policy planning at state level for development of technical education
- Assisting to Develop Effective Teaching and learning infrastructure

Controller of Examinations:

- **Responsibility**

- Preparing the Academic Calendar
- Enrollment and registration of the course
- Announcing the schedule of End Semester Examination (ESE) as per the dates defined in the academic calendar
- Organize setting of question papers, schemes of evaluation and solution, scrutiny of question papers, printing of question papers.
- Conduct the ESE, valuation and publication of results
- Providing Marksheets and provisional certificates.

Head of the Department:

- **Responsibility:**

- Academic and administrative management of the department
- Approval of teaching plans Continuing education activities
- Procuring equipment's for the departments and for the development of research

Interaction with industry and society

- Monitoring Record of attendance and Record of Class work
- Policy planning, Monitoring and Evaluation and Promotional activities both at departmental and institutional level
- Teaching, research and research guidance
- Consultancy services
- Design and development of new programmes
- Students' counseling and interaction
- Administration both at departmental and institutional levels
- Participating in Curriculum development and developing resource materials

File Description	Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

Response:

Our faculty members were encouraged to undergo induction programs as per AICTE norms like completing eight module courses, The Management permits and motivates faculty to do their Ph.D., now over 40% of the faculty members are with Ph.D. and many faculties became research supervisors and they are guiding the faculty from GCEB and full time scholars. Non-teaching staff are encouraged to acquire additional skills and qualifications through participating in various training programmes. For faculty members the participation expenses in various conferences, FDP's are reimbursed through TEQIP, and our institute have the basic facilities like, faculty quarters, Canteen, ATM, post office and dispensary, also teaching and non-teaching staffs have benefits of.

- Health Insurance
- Leave Travel Concession
- General Provident Fund
- Vehicle loan
- Festival advance
- Maternity leave- 9 months
- Medical leave
- Surrender leave salary- enhancement of earned leave
- Earned leave- 240 days
- Casual leave 12 days and restricted holidays
- Summer and winter vacation- 70 Days

- Family Benefit Fund
- Gratuity Pension Benefits

File Description	Document
Link for additional information	View Document

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

Response: 35.22

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

2019-20	2018-19	2017-18	2016-17	2015-16
29	8	1	33	27

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 2

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

2019-20	2018-19	2017-18	2016-17	2015-16
6	3	0	0	1

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 18.63

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

2019-20	2018-19	2017-18	2016-17	2015-16
19	21	5	9	3

File Description	Document
Institutional data in prescribed format	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Government College of Engineering, Bargur, Tamil Nadu has a transparent financial systems and strong internal and external audits are carried out on regular basis. The Board of Governors approves the annual budgets and reviews the audit and performance reports periodically. The Salaries of the Teaching and Non Teaching Faculty members and financial benefits of the institution are audited by Accountant General office regularly. The institution has three audits namely Directorate of Technical Education (DOTE) Audit, AG (Accountant General) audit and TEQIP audit (i. internal audit(carried out once in six months), ii. statutory audit (carried out once in a year))

File Description	Document
Link for additional information	View Document

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

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

Response:

Response:

To ensure sustainability of the reforms institutions has Corpus fund, Staff Development fund, Depreciation fund and Maintenance fund. Creation and utilization of the same is in accordance with Government order.

Corpus fund has the source from:

Contributions/donations/grants by Industry, Association, Foundation Trusts, or any other organization in India or abroad. Alumni, faculty, Staff, Student, Well-wishers of the Institute Matching or other grants etc., sanctioned by the State Government/Government of India. Savings from Tuition Fee and interest accrued thereon. 50% savings from Development and other fees, if any, collected from the students. 50% of institute's share of net income from Institute-industry interaction leading to internal revenue generation activities.

Utilization :

It is kept separate from the normal grants from the Government and the other, This fund should be used for development of institute such as renewal of existing infrastructure, creation of new one etc. that are Capital expenditure in nature which are at times not covered through Government Funding, if necessary a part of the interest accrual may be utilized for operational expenditure of the institute as a budgeted expenditure with the approval of the Board of Governors.

Staff Development fund has the source from:

Full amount of institutions share of net income from continuing education programme, 50% of institute's share of net income from IRG activities. 50% of the institutions share out of IRG from consultancy services. Residual portion of institutions income from Development and other fees, if any and Full amount of institute's share of net income, from non-formal Networking activities.

Utilization:

It will be utilized for critical Staff Development activities including Faculty and Staff up gradation not covered by Government Grant and as may be specified by the BOG.

Depreciation fund has:

25% of the institutions share of net income from consultancy services upto 50% of the IRG by rational

utilization of available facilities like Academic space, Play ground, Seminar Conference hall, Equipment etc. , Upto 50% of the savings from Block Grant and sanctioned Budgeted expenditure (non-plan).

Utilization:

It is utilized for removing obsolescence equipment replacement purposes and as decided by the BOG.

Maintenance fund:

This institute has Upto 25% of the institution's share of net income from consultancy Upto 50% of the revenue generated by rational utilization of available facilities in the institute, Upto 50% of the Savings from Block Grant and sanctioned Budgeted expenditure (non-plan). 50% of institutes share of net income from calibration and testing, training courses for target groups etc.

Utilisation:

It's meant for usual and regular maintenance of Equipment and Facilities of the institute and as decided by the BOG.

File Description	Document
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 visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

GCEB has set up a Quality Management System under the aegis of GCEB – Internal Quality Improvement Cell for education and research in the year of 2018. It was executed internal quality assurance work and now it is revamped as Internal Quality Assurance Cell (IQAC).

Some of the quality initiatives by the institution are highlighted below:

Improvement of reliability and trust:

This initiative has established premier position among all the stakeholders of the society. The college is now the best choice for all aspiring students and a quality resource bank for Employers.

In addition, the following initiatives are proposed

Stake holder's satisfaction – One of the quality management principles of the IQAC is improve the customer satisfaction by planning and striving to meet requirements. GCEB has always striven for improving stake holder's satisfaction.

Superior process integration – GCEB can achieve overall process interactions through the process approach of IQAC.

Revamped evidence-based decision making – A management principle of quality assurance of IQAC is the need to use evidence-based decision making. GCEB has planned to inculcate this culture among all internal stakeholders.

Continual improvement culture – Continual improvement is another management principle of quality assurance of IQAC. GCEB will adopt and integrate this culture to every quality system in the organization for improving processes and organizational output.

Engagement of employees – GCEB Employees can be involved in the improvements of the processes they work with, and they can be happier and more engaged employees.

Created a Repository of Academic Resources.

for innovative teaching methods and research contributions in the field of Science, Engineering, Technology and Management

File Description	Document
Link for additional information	View Document

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

Response:

In GCEB every department has at least one QIC Coordinator. Depending on the size and number of programs offered by the department, it has multiple coordinators. Senior faculties from one department are deputed for auditing the other department academic works. Similarly external audit is carried out by senior faculty member from other institution. These auditors perform semi-annual quality audits periodically and submit reports for continual improvements. All staff members are provided with orientation, and all staff members undergo periodical audit of their academic and administrative activities.

Government College of Engineering, Bargur has continuously upgraded the IT facilities to improve

the student learning. With a help of TEQIP-II campus wide network was established to provide connectivity to departments, administrative building and hostel blocks. An amount of One crore was spent for the same from TEQIP-II. The purchase was done through national competitive bidding. Fortinet firewall was used to manage the system, cyber room software was used and downloads and other activity was restricted.

The COVID-19 crisis has forced education systems worldwide to find alternatives to face-to-face instruction. As a result, online teaching and learning have been used by teachers and students on an unprecedented scale. Since lockdowns – either massive or localized - may be needed again in the future to respond to new waves. With this in mind, in this institution wireless interactive pads were procured for around 25 lakhs which is very useful for conducting the classes.

Video lecture capturing system for five class rooms costing around 40 lakhs has been installed for creating video lectures. Two educational collaborative devices have been purchased which comprise of built in audio, projector and system and helps in handling classes efficiently.

Cisco WebEx subscription for one year was initiated to conduct workshops / training and other events. The college is regularly upgrading the computers and internet facility to introduce automation and improve the teaching learning process. Every Year an amount of Rs.10 lakhs is spend for BSNL Internet Leased Line.

Procurement has been made with the guidance of IQAC through TEQIP to increase the teaching and learning activity.

File Description	Document
Link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

Response: All of the above

File Description	Document
Institutional data in prescribed format	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The security of the Girl's in the campus is strictly monitored by deployment of security persons in the various locations. Specifically Ladies Hostel is maintained by deployment of female Employee around the clock in all the blocks. Male's are not allowed in the hostel, however when there is a requirement for maintenance, supply and others due permission is obtained from the respective Hostel Superintendent and during such visits female guards accompany the workers (Male).

Visiting parents/relatives of the boarders are allowed to the reception of the respective hostels after due approval from the Hostel administration. An entry/exit register is maintained in all the hostels where all entry/exits are recorded.

Girls are restricted to Entry/Exit the hostel after 6p.m. If girls are necessary to Entry/Exit after 6p.m can be allowed with prior permission from the authorities. Anti- Ragging committee has been formed to monitor the student activities.

Outside the Hostel boundary male guards are deployed during night to restrict the movement of nay male towards the hostels.

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

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

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

Response: C. 2 of the above

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

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

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

Response:

E-wastes are generated from computer laboratories, electronic labs, Physics Labs, Chemistry Lab, Biotech Labs, Academic and Administrative Offices. The e-waste includes out of order equipments or obsolete items like lab instruments, circuits, desktops, laptops and accessories, printer, charging and network cables, Wi-fi devices, cartridges, sound systems, display units, UPS, Biometric Machine, scientific instruments etc. All these wastes are put to optimal use. All such equipment's which cannot be reused or recycled is being disposed off through authorized vendors. Instead of a new procurement Buy-Back option is preferred for technology up gradation.

Batteries of UPS are purchased on buyback option. Most of the departments do not generate hazardous waste and can be classified as conditionally exempt small quantity generators (generators of less than 100 grams of hazardous waste per month). . All stakeholders, especially from Academic Departments and laboratories are responsible for disseminating information on hazardous materials being used in the facility. As the amount of hazardous waste is nil or very negligible amount, there is not facility developed to transport and manage it in proper place.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling

5.Maintenance of water bodies and distribution system in the campus**Response:** C. 2 of the above

File Description	Document
Link for any additional information	View Document

7.1.5 Green campus initiatives include:

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

Response: C. 2 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document

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

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

Response: D.1 of the above

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

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.
- 2.Divyangjan friendly washrooms

3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: B. 3 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

To build a nation of youth who are noble in their attitude and morally responsible, the college organizes and conducted several activities to build and promote an environment for ethical, cultural, and spiritual values among the students and staff.

To develop the emotional and religious feelings among the students and the faculty, commemorative days are celebrated on the campus with the initiative and support of the management for not only recreation and amusement but also to generate the feeling of oneness and social harmony.

The college and its teacher and staff jointly celebrate the cultural and regional festivals, like New-year's day, Fresher Party ,teacher's day, orientation and farewell program, Induction program, rally, oath, plantation, Youth day, Women's day, Yoga day, festivals like Pongal celebration,, etc. religious ritual activities are performed in the campus. Motivational lectures of eminent persons of the field are arranged for all-round development of the students for their personality development and to make them responsible citizens following the national values of social and communal harmony and national integration. Besides academic and cultural activities, we have built up many strong infrastructures for a variety of sports activities for the physical development of the students. In this way the institute's efforts/initiatives in providing an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socio economic, and other diversities.

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

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

Response:

India, as a country, includes individuals with different backgrounds viz., cultural, social, economic, linguistic, and ethnic diversities governed and guided by the Constitution irrespective of caste, religion, race sex. GCE , Bargur has introduced a compulsory paper on the Constitution of India at Degree level across all engineering disciplines to create awareness and sensitizing the students and employees to constitution obligation . Voter rights , Consumer rights are disseminated to the students. Programs on Women rights was organized as per the instruction from National Commission of Women. The students are inspired by participating in various programs on culture, traditions, values, duties, and responsibilities by inviting prominent people. The institute conducted awareness programs on the ban on plastics, cleanliness, Swachh Bharat, etc. involving students. The college establishes policies that reflect core values. Code of conduct is prepared for students and staff and everyone should obey the conduct rules.

File Description	Document
• Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document

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

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

Response: D. 1 of the above

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

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

Response:

To maintain harmony and healthy work atmosphere and to make the learners aware of the national pride and rich cultural heritage, the National/International commemorative days are regularly being celebrated and observed in Government College of Engineering, Bargur..

- Every year the University celebrates National Festivals i.e. Independence Day on 15th August and Republic Day on 26th January with pomp and gaiety by hoisting the national tricolour in the main Campus as well as at off campus offices. After unfurling the flag, students sing the National Anthem and other patriotic songs. On these occasions, the Principal also delivers Independence/Republic day messages. Another important event is the Pongal Day Celebration.

File Description	Document
Geotagged photographs of some of the events	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:

The Institutes has a policy to work towards the following Ten Key Result Areas.

1. Pass Percentage 2. Enrollment Ratio 3. Transition Ratio 4. Accreditation/ Autonomy 5. Startup / Incubation centers 6. Ph.D Enrollment 7. Placement Ratio 8. Patents/Publications 9. IRG 10. Gate Enrollment.

to attain this the faculty are encouraged and motivated to perform well. The Best Practice is to use a objective and do all that could be possible to envisage the Objective. In this context, ICT enabled Teaching learning was identified as the Theme and all faculty worked towards it . The College also helped in procurement of equipments with regard to improving the ICT activities.

File Description	Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

With the objective of providing better education opportunity for the people of Dharmapuri District, an educationally backward area mostly consisting of villages, The Government of Tamil Nadu permitted the starting of a new Government Engineering College in Bargur from the year 1994-95 in Dharmapuri District G.O. Ms 380 / Est / dated 12.05.1994, then subsequently bifurcated Krishnagiri District.

Government college of Engineering Bargur carved into existence on this red-lettered day. With motto of "Growth and Commitment through Excellence", This college has catered to the aspirational requirements of the many enthusiastic engineering students.

The college is successfully pursuing its mission of professionalizing Indian Engineering through innovative teaching, infrastructure and management. Besides promoting research and disseminating knowledge gained , it fosters cooperation between the academic and industrial communities. Regarded as the sole government engineering institution, this college has always equipped itself with the modern trends in the run for becoming a premier institution in the nearer future. The college has been approved by the AICTE (Letter No: 32- 50/IT/RC-94 dated 17.08.1994) and students intake is purely based on Higher Secondary Marks.

The College started functioning from 09-11-94 at the Govt. Polytechnic Campus, Krishnagiri as a temporary measure and admitted students for EEE and ECE branches only. College was moved from to its present campus in July 2000 when Prof Jameel was Principal I/c.

The computer Science and Engineering Branch was started from 2004. From the year 2007 Onwards the College is affiliated to Anna University, Coimbatore. The Mechanical Engineering Branch was started from 2009.

50 acres of land in Madepalli Village, near Bargur was acquired for the construction of New Buildings.

The college started functioning at the premises near Madepalli village, with effect from 5-7- 2000. It is situated on NH-46, 13 kilometers from Krishnagiri and 3km from Bargur.

The State Planning Commission has identified the Bargur Block as a backward block (G.O. Ms. No.68 dated 26.8.2015 of the Planning, Development and Special Initiatives (SPC) Department)) based on the following parameters

1. Industrial Backwardness (IBB)

2. Drought (DPAP)

3. Health

This institution aims at focusing and implementing

1. Skill Development and incubation center to address the issue of Industrial Backwardness (IBB)
2. Jal Sakthi Abhaiyan and awareness schemes to improve Drought.
3. Educating people to Improve Health through Street plays by NSS, Videos of real stories and awareness of government schemes .

The Detailed Goals of the project are

Skill Development and incubation Centre to address the issue of Industrial Backwardness (IBB)

1. Contributing towards providing avenue for children, youth and adults in computer literacy and Education

- by providing the availability of expert scholars to secondary and higher secondary school students in rural areas.
- Providing them with valuable information regarding enrollment in higher education.
- Technical skills and computer literacy for children and youth in this block.
- providing a conducive and creative environment for children from less privileged backgrounds and design initiatives that can develop their physical, mental and intellectual growth and progress of children, thereby engaging in nation building
- Promoting the importance and relevance of computer literacy and IT education among women and youth and providing avenues for education and training.
- Remedial education classes for school children, especially on IT related subjects.
- Providing Motivation to the orphaned, helpless, poor and deserving students without any discrimination of caste and creed, thus freeing them from shackles of child labour and discrimination.

2. Enabling and empowering the marginalized youth through market oriented skill training and undertaking the following steps in that direction

Designing and running skill development and incubation centers for youth offering training in modern trade oriented course

1. Office Automation
2. Welding Technology
3. Water recycling and Reuse
4. Cyber security

5. Soft Skills
6. Web Designing
7. Cell Phone Servicing
8. IT software solution for Business
9. Electrical Wiring
10. Plumbing and heating
11. IT Network Administration
12. Solar PV installations
13. Information Network cabling
14. CAD Training
15. 3D Printing
16. CNC Programming and Machining
17. EMI/EMC Testing
18. Sanitary Pad Making
19. CCTV Installation
20. Lathe and Milling operation Training

- Establishing linkages with various stakeholders such as Industries and NGOs in and around Krishnagiri District to grow and extend this initiative to maximum beneficiaries.
- The Government Engineering College will choose from candidates pursuing a degree in the college to mentor the school students. These candidates will be chosen based on their academic performance and they will go through strict background verifications, as they will have influential power on their fellow mentees. The mentors will be provided with a schedule of their teaching hours. The mentoring students will be issued internship certificates for the activities.
- Facilitating the setting up of startups through Incubation center in Government college of Engineering, Bargur.

3. Poverty alleviation & Empowering young women and adolescent girls by

- promoting and setting up of Self- help groups thus encouraging saving habits, and financial independence among women.
- Providing avenues for literacy and education for women.
- Training women in market oriented trades that can generate self-employment and wage employment opportunities.
- Enabling to access benefits of the various schemes readily.
- Assisting the youth to access employability schemes.
- Assisting to participate in various schemes towards uplifting socially and economically backward sections of the society.

Promoting and enabling opportunity for those who are differently abled

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

5. CONCLUSION

Additional Information :

Government College of Engineering, Bargur has created many technocrats . From a humble beginning , it has developed to a well performing institutute . The college was selected for TEQIP-II and TEQIP-III and has improve its performance in all criterias. The College has got Autonomous status and the development of the society is the major goal through the conduct of many value added courses. The college supports the Directorate of Technical Education by acting as a facilitation center for UG,PG Engineering Admission ,Polytechnic Admission and Lateral Entry Admission. It is a Nodal center for all Government Schemes like 2G Datacard Distribution.It helps the district administration in conducting various computer related training programmes like ERP training, National Leprosy Eradication programmes, School Teachers training etc..The Software Team has developed software for

1. Continuing First Graduate System.
2. Readmission and Transfer System
3. First Year Engineering Approval System.

The above are maintained by the Computer Science and Engineering Department and is being used by the Engineering Colleges through out TamilNadu.

The students have won awards in District level skill competition , Sports Competition and Other events. Recently one student got admission to IIT, Guwahati by scoring the top Marks in GATE Examination.

During Pandemic , the CSE department handled GATE coaching classes for the students of TamilNadu in Online Mode.

Concluding Remarks :

Government College of Engineering , Bargur has scaled a fast growth in terms of quality and quantity since its inception in 1994 with support of vision of the Tamil Nadu Government, MHRD , NPIU and World Bank.The state-of-the-art infrastructure, amenities and other support services provided in the campus has nurtured the student growth as well as the learning process. The thrust in academic excellence and holistic growth of the students remain the prime focus of the institution. The faculty members join hands in the Institution's zeal to enhance and sustain quality education flagging way for the attainment of Vision, Mission and Values. The institution's societal commitment provides opportunity for the faculty members and students alike to render services to the society. The institution today can boast of activities and accomplishments with regard to the social responsibility and academic excellence. The Institution promises to itself to do every possible thing to quench its thirst to reach the apex of academic excellence

The process of preparing this self-study report, was a learning experience for all of us as it enabled us to critically look at our strengths, weaknesses and the challenges, we are grateful to NAAC for providing this opportunity for self-assessment.

The collection of data including the documentary evidences and exercise of mobilizing our faculty members and staff has resulted in utmost cooperation.. The sensitivities created by the process will help us to improve continuously by involving all our stakeholders, namely students, alumni, faculty, staff, academia, industries, society and the nation as a whole. We shall not sit on our laurels whatever they are.

We will continuously enhance the quality standards of our existing systems and processes by bench-marking our university continuously with the best in the field to achieve higher quality levels.

We will untiringly work towards creating a system of higher education which will inculcate in the students the values of Human dignity, Empathy, Humility and Giving. We are looking forward to the visit of distinguished members of peer team from NAAC not only to showcase our systems but also to seek suggestions and advice for making further improvements.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years</p> <p>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>101</td> <td>101</td> <td>95</td> <td>82</td> <td>82</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>45</td> <td>50</td> <td>35</td> <td>45</td> <td>34</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	101	101	95	82	82	2019-20	2018-19	2017-18	2016-17	2015-16	45	50	35	45	34
2019-20	2018-19	2017-18	2016-17	2015-16																	
101	101	95	82	82																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
45	50	35	45	34																	
1.3.2	<p>Number of value-added courses for imparting transferable and life skills offered during last five years.</p> <p>1.3.2.1. How many new value-added courses are added within the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>15</td> <td>5</td> <td>2</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	24	15	5	2	0	2019-20	2018-19	2017-18	2016-17	2015-16	0	0	0	0	0
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24	15	5	2	0																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	0	0	0	0																	
1.3.3	<p>Average Percentage of students enrolled in the courses under 1.3.2 above.</p> <p>1.3.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1110</td> <td>609</td> <td>300</td> <td>122</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	1110	609	300	122	0	2019-20	2018-19	2017-18	2016-17	2015-16	0	0	0	0	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
1110	609	300	122	0																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	0	0	0	0																	

1.3.4	<p>Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)</p> <p>1.3.4.1. Number of students undertaking field projects / internships / student projects Answer before DVV Verification : 343 Answer after DVV Verification: 222</p> <p>Remark : DVV has made the changes as per shared report of first year admitted students in 2.1</p>															
1.4.1	<p>Structured feedback for design and review of syllabus – semester-wise / year-wise is received from</p> <p>1) Students, 2) Teachers, 3) Employers,</p> <p>4) Alumni</p> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made the changes as per shared report by HEI.</p>															
1.4.2	<p>The feedback system of the Institution comprises of the following :</p> <p>Answer before DVV Verification : B. Feedback collected, analysed and action taken Answer After DVV Verification: C. Feedback collected and analysed Remark : DVV has made the changes as per shared report by HEI.</p>															
2.4.3	<p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 273.6 Answer after DVV Verification: 208</p> <p>Remark : DVV has made the changes as per shared experience report by HEI.</p>															
2.5.2	<p>Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years</p> <p>2.5.2.1. Number of complaints/grievances about evaluation year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1827 1046 1962"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>57</td> <td>82</td> <td>93</td> <td>49</td> <td>45</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 2040 1046 2087"> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	57	82	93	49	45					
2019-20	2018-19	2017-18	2016-17	2015-16												
57	82	93	49	45												

2019-20	2018-19	2017-18	2016-17	2015-16
280	363	410	169	122

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

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

3.1.2.1. The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1.24	.2	0	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2.88	1.79	0.95	0	0

Remark : DVV has made the changes as per shared report of seed money by HEI.

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

3.1.3.1. The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
17	17	16	16	16

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : DVV has not considered shared report for teachers awarded national / international fellowship for advanced studies / research by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
5	0	7	0	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : DVV has not consider shared report of Grants from Government and non-governmental agencies for research projects , endowments, Chairs by HEI.

3.2.2 Percentage of teachers having research projects during the last five years

3.2.2.1. Number of teachers having research projects during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2	0	4	0	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : DVV has not consider shared report for teachers having research projects by HEI.

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	4	0	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

3.2.4.2. Number of departments offering academic programmes

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4	4	4	4	4

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
4	4	4	4	4

Remark : DVV has not consider shared report by HEI.

3.4.1 **The Institution ensures implementation of its stated Code of Ethics for research through the following:**

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of Ethics committee**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

Answer before DVV Verification : C. 2 of the above

Answer After DVV Verification: E. None of the above

Remark : Affiliating University and is not offering any Ph. D programmes hence DVV has given the 0.

3.4.2 **Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/ supervisors provided at 3.2.3 metric) during the last five years**

3.4.2.1. How many Ph.Ds are registered within last 5 years

Answer before DVV Verification : 14

Answer after DVV Verification: 0

3.4.2.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 9

Answer after DVV Verification: 9

Remark : Affiliating University and is not offering any Ph. D programmes hence DVV has given the 0.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
60	31	13	13	25

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
25	15	5	5	10

3.5.1 **Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).**

3.5.1.1. **Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1.90909	1.95273	0.483	0	0.38200

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : Audited statement of amount generated from consultancy and corporate has not shared by HEI so, DVV has given the 0.

3.5.2 **Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).**

3.5.2.1. **Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
14.5379	9	4	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
9.5379	6	3	0	0

Remark : DVV has excluded expenditure on items like Office Furniture, Video Conferencing System, Ultra HD 4K Projector, 10 KVA UPS, E journals, ASME E-journal package, Interactive Panels , etc shared by HEI.

3.6.2 **Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years**

3.6.2.1. **Total number of awards and recognition received for extension activities from**

Government/ Government recognised bodies year-wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
8	2	1	1	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**3.6.3.1. Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	2	3	1	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	1	0	1

Remark : DVV has excluded Kayakalpa Program, Yoga Training, Kayakalpa Yoga & Yoga Training from shared report by HEI.

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	95	119	60	262

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	15	99	30	62

Remark : DVV has excluded ayakalpa Program, Yoga Training, Kayakalpa Yoga & Yoga Training from shared report by HEI.

3.7.1	<p>Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work</p> <p>3.7.1.1. Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 392 1046 524"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>6</td> <td>4</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 604 1046 736"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	13	6	4	0	0	2019-20	2018-19	2017-18	2016-17	2015-16	1	1	1	0	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
13	6	4	0	0																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
1	1	1	0	0																	
3.7.2	<p>Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)</p> <p>3.7.2.1. Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1057 1046 1189"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>4</td> <td>0</td> <td>10</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1270 1046 1402"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>3</td> <td>0</td> <td>5</td> </tr> </tbody> </table> <p>Remark : DVV has considered only active MOUs wherein activities are conducted as per MOU.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	0	0	4	0	10	2019-20	2018-19	2017-18	2016-17	2015-16	0	0	3	0	5
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	0	4	0	10																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	0	3	0	5																	
4.1.3	<p>Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)</p> <p>4.1.3.1. Number of classrooms and seminar halls with ICT facilities</p> <p>Answer before DVV Verification : 25</p> <p>Answer after DVV Verification: 16</p> <p>Remark : DVV has excluded few rooms do not have LCD projector / smart board from shared report by HEI.</p>																				
4.1.4	<p>Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)</p> <p>4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last</p>																				

five years (INR in lakhs)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
160.4	129.7	615.4	376.4	398.03

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
53.4	11.7	65.4	276.4	298.03

Remark : DVV has made the changes as per shared report of Expenditure for infrastructure augmentation, excluding salary by HEI.

4.2.4 **Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**

4.2.4.1. **Number of teachers and students using library per day over last one year**

Answer before DVV Verification : 55

Answer after DVV Verification: 11

Remark : DVV has made the changes as per average of teacher and students using library per day on (dates)

4.3.3 **Bandwidth of internet connection in the Institution.**

Answer before DVV Verification : 750 MBPS

Answer After DVV Verification: 20 MBPS - 35 MBPS

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

4.3.4 **Institution has the following Facilities for e-content development**

1. **Media centre**
2. **Audio visual centre**
3. **Lecture Capturing System(LCS)**
4. **Mixing equipments and softwares for editing**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: E. None of the above

Remark : DVV has not consider shared report by HEI.

4.4.1 **Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years**

4.4.1.1. **Expenditure incurred on maintenance of physical facilities and academic support**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
160.4	129.7	615.4	376.4	398.03

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
110.4	109.7	115.4	116.4	118.03

Remark : DVV has made the changes as per shared report of Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary by HEI.

5.1.3 **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. Awareness of trends in technology**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

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

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
424	444	485	58	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	58	0

Remark : DVV has not consider shared report for 2018-19 and 2019-20 by HEI.

5.1.5 **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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

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

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	9	5	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

5.3.3.1. Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
10	6	7	5	6

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
7	5	4	3	4

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

6.3.2.1. Number of teachers provided with financial support to attend

conferences/workshops and towards membership fee of professional bodies year wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
35	8	1	33	27

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
29	8	1	33	27

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
7	10	3	7	6

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
6	3	0	0	1

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
193	89	33	54	50

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
19	21	5	9	3

Remark : DVV has excluded less than 5 days activities form shared report by HEI.

7.1.2	<p>The Institution has facilities for alternate sources of energy and energy conservation measures</p> <ol style="list-style-type: none"> 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above Remark : DVV has made the changes as per shared bill by HEI.</p>
7.1.4	<p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: C. 2 of the above Remark : DVV has made the changes as per shared report by HEI.</p>
7.1.5	<p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants <p>Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: C. 2 of the above Remark : DVV has made the changes as per shared report by HEI.</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: D.1 of the above</p>

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

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. 1 of the above

Remark : DVV has made the changes as per shared report of Code of Conduct by HEI.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>866</td> <td>873</td> <td>883</td> <td>917</td> <td>963</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>222</td> <td>234</td> <td>224</td> <td>198</td> <td>203</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	866	873	883	917	963	2019-20	2018-19	2017-18	2016-17	2015-16	222	234	224	198	203
2019-20	2018-19	2017-18	2016-17	2015-16																	
866	873	883	917	963																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
222	234	224	198	203																	
1.3	<p>Number of students appeared in the examination conducted by the Institution, year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>866</td> <td>873</td> <td>883</td> <td>917</td> <td>963</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>280</td> <td>363</td> <td>410</td> <td>169</td> <td>122</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	866	873	883	917	963	2019-20	2018-19	2017-18	2016-17	2015-16	280	363	410	169	122
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1.4	<p>Number of revaluation applications year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>57</td> <td>82</td> <td>93</td> <td>49</td> <td>45</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	57	82	93	49	45										
2019-20	2018-19	2017-18	2016-17	2015-16																	
57	82	93	49	45																	

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

2.1 **Number of courses in all programs year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
201	205	205	317	317

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
389	389	368	320	320

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
61	68	59	55	50

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
61	68	59	54	50

3.1 **Number of eligible applications received for admissions to all the programs year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
294	294	294	240	240

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
222	234	224	198	203

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
203	203	203	167	167

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
201	201	201	164	164

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