



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**DMI ENGINEERING COLLEGE**

**KUMARAPURAM ROAD, ARALVAIMOZHI KANYAKUMARI DIST PIN 629301**

**629301**

**[www.dmiengg.edu.in](http://www.dmiengg.edu.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

DMI Engineering College (DMIEC), established in the year 2009 with a vision to foster excellence in technical education, has emerged as a leading institution dedicated to nurturing engineering talent. DMIEC was established by DMI Foundation which is an effort of sisters of DMI (Daughters of Mary Immaculate) and the fathers of MMI (Missionaries of Mary Immaculate). Located in Aralvaimozhi, Kanyakumari District, DMIEC offers a diverse range of programs aimed at equipping students with cutting-edge knowledge and skills essential for a successful career in the ever-evolving field of engineering. DMIEC offers a wide range of 7 B.E/B. Tech UG programmes across various engineering discipline.

The UG degree courses includes

- B.E. Computer Science and Engineering
- B. E. Electronics and Communication Engineering
- B.E. Electrical and Electronics Engineering
- B.E. Mechanical Engineering
- B.E. Civil Engineering
- B. Tech Artificial Intelligence and Data Science
- B. Tech Information Technology

Apart from academics, DMIEC focusses on co-curricular and extra-curricular activities which help students in developing their personal growth, social skills, leadership skills, time management and building networks and relationships. DMIEC supports students through various support services like mental health and counselling, career guidance, financial aid and disability services.

As encouraging students towards startups, practical learning opportunities, promoting innovation and research DMIEC serves as a catalyst for transforming creative ideas into impactful businesses and contributing to both personal and economic growth.

### **Vision**

To Elevate our institution into a premier technical education hub, empowering rural students with cutting-edge knowledge, while instilling disciplined living.

### **Mission**

To equip students with the skills and knowledge needed for thriving careers through comprehensive education.

To equip rural learners with the latest technical knowledge while cultivating values of self-discipline and integrity.

To train professionals to be entrepreneurs and employment generators.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- DMIEC offers robust academic programs with a focus on quality education and practical learning experiences.
- DMIEC have a dedicated faculty team with expertise in their respective fields, contributing to the quality of education.
- The college has state-of-the-art facilities, including classrooms, labs, and libraries, enhancing the learning environment.
- Strong connections with industries for internships, placements, and collaborative research.
- Positive word-of-mouth, alumni success stories, and recognition within the community can enhance the reputation.

### Institutional Weakness

- Challenges in recruiting and retaining qualified faculty and administrative staff.
- Financial constraints may limit investments in infrastructure, faculty development, and student support services.

### Institutional Opportunity

- Opportunities to integrate new technologies into teaching methods and administrative processes.
- Opportunities to introduce programs in emerging fields or niche areas that align with market trends.
- Grants, subsidies, or policies supporting education and research initiatives.

### Institutional Challenge

- Intense competition from other educational institutions locally or globally.
- Compliance with changing government regulations and accreditation standards.
- Economic downturns or fluctuations affecting funding and student enrollment.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

As part of its affiliation with Anna University, Chennai, DMI Engineering College (DMIEC) implements the Choice Based Credit System (CBCS) curriculum while incorporating its own Outcome-Based Education (OBE) methods. The curriculum is consistently updated to reflect current industry practices and technological advancements. It features courses that address crosscutting themes such as Professional Ethics, Human Values, Environment, and Sustainability. Additionally, the college enhances students' skills through value addition certificate programs. Currently, 83.45% of students have completed 45 of these specialized courses, enriching their educational experience and preparing them comprehensively for professional challenges in their respective fields.

Aligned with the university's academic calendar, the institution and department at DMI Engineering College meticulously plan events to ensure the curriculum and Outcome-Based Education (OBE) are effectively implemented. To gauge the effectiveness of these efforts and drive continuous improvement, the Department Advisory Board (DAC) is formed in accordance with guidelines from the Internal Quality Assurance Cell (IQAC) of the institution. These committees play pivotal roles in evaluating educational outcomes, refining strategies, and enhancing the overall quality of education provided to students.

Faculty members at DMI Engineering College employ cutting-edge teaching methods, leveraging ICT tools to enrich the teaching-learning process. They go beyond the university syllabus to deliver comprehensive content, ensuring students receive a well-rounded education. The institution's Skill Development Centre, in collaboration with industry partners, provides advanced laboratories that augment the learning environment, offering practical experiences aligned with current industry standards. This approach not only enhances students' theoretical knowledge but also equips them with practical skills crucial for their professional careers.

Project work, internships and field works are integral components of the academic experience at the college, with 64.95% of students having engaged in these practical endeavours. The campus fosters an innovation-driven culture that has resulted in numerous publications and patents. Supporting entrepreneurial ambitions, the Entrepreneurship Development Cell (EDC) and Incubator refine students' business acumen, while a robust mentoring system ensures their holistic development. The institution values stakeholder feedback—from parents, employers, alumni, students, and staffs on the curriculum, departments, and overall institutional practices. This feedback is systematically analysed and used to plan actions that continuously enhance the teaching-learning process.

## **Teaching-learning and Evaluation**

DMIEC prioritizes a student-centered approach, ensuring personalized learning experiences and individualized attention for its students.

The Admission Cell adheres to Tamil Nadu government norms, admitting 38.71% of students based on enrollment rates. Additionally, 50.46% of seats are filled through reservation categories. Interactive teaching methodologies, including modern pedagogical techniques, are employed to enhance student engagement and improve learning outcomes. The college's faculty members utilize a variety of methods such as lectures, interactive sessions, group discussions, case studies, blended learning, and multimedia tools to effectively engage students in their learning journey. With a student-teacher ratio of 8.21:1 and all faculty members working full-time, the college boasts a strong academic environment. Currently, there are 14 faculty members holding Ph.D. degrees.

A rigorous system of transparent continuous evaluation at DMIEC ensures effective monitoring of student progress and learning outcomes, resulting in a commendable 83.09% pass rate. The college implements remedial classes and tutorials to support students in overcoming academic challenges and enhancing their performance. This proactive approach to assessment and support underscores DMIEC's commitment to fostering a conducive learning environment where every student has the opportunity to succeed academically.

The assessment methods at DMIEC encompass a variety of tools such as quizzes, assignments, presentations, projects, and examinations, providing a thorough evaluation of students' knowledge and skills. Faculty members actively participate in faculty development programs to continuously improve their teaching

abilities, stay abreast of emerging trends, and integrate industry-relevant content into their courses. This commitment ensures that students receive a well-rounded education that prepares them effectively for the dynamic demands of their chosen fields.

At DMIEC, each course's learning outcomes (Course Outcomes, CO) are aligned with the broader Program Outcomes (PO) and Program Specific Outcomes (PSO). The attainment levels of these POs and PSOs across all courses are systematically evaluated. To bridge any gaps in the curriculum and ensure comprehensive coverage of all intended outcomes, departments organize site visits, industry interactions, technical talks, seminars, and workshops. These activities are designed to enrich students' understanding and application of theoretical concepts in real-world contexts, ultimately achieving the desired educational outcomes effectively.

### **Research, Innovations and Extension**

DMI Engineering College actively promotes a vibrant research and innovation culture among both faculty and students. The institution encourages faculty members and students to engage in consultancy projects and collaborate with industries. This collaborative effort not only advances knowledge but also facilitates the transfer of technology. Recently, consultancy projects worth Rs 18,53,500 have been successfully undertaken, highlighting the institution's commitment to practical applications of research and industry engagement.

At DMIEC, the Entrepreneurship Development Cell (EDC) plays a pivotal role in fostering the creation of innovative solutions and technologies with commercial viability. The cell provides resources, mentorship, and networking opportunities to empower aspiring entrepreneurs, enabling them to translate their innovative ideas into successful ventures. This affiliation underscores DMIEC's commitment to promoting an entrepreneurial mindset and fostering innovation-driven entrepreneurship within its student community.

DMIEC supports innovation through its incubators and startup initiatives. In 2023, the incubation centre was started to provide a supportive environment for students, faculty, and alumni to develop and nurture their innovative ideas into viable startups. Tech Elevate Pvt Ltd, a private software company commenced operations as a startup in 2023. Additionally, DMIEC has registered for MSME centre. Recently, DMIEC had received a funding of Rs 3 lakhs from Dewdas Technology Pvt Ltd.

To focus on a specific area of expertise or industry, pooling resources and talent to achieve excellence in research, development, or service provision, freshly we have received a centre of excellence from Garuda Aerospace, Chennai in Drone Technology. DMIEC hosts a Centre of Excellence dedicated to Oracle within its Computer Science and Engineering department.

DMIEC promotes the dissemination of research findings through scholarly publications, patents, conferences, and workshops. It has conducted 51 programs focusing on IPR, research methodology, and entrepreneurship. Additionally, DMIEC has published various conference papers, and produced 23 UGC care list journal publications. DMIEC has organized 55 outreach programs and established 44 MOUs for collaborative activities.

### **Infrastructure and Learning Resources**

DMI Engineering College (DMIEC) is situated on a spacious 10.52-acre campus. It includes 6 academic buildings, 1 gent hostel accommodating 195 gents' students, 1 ladies hostel accommodating 195 ladies'

students. The campus is designed to provide students with an optimal environment for learning. The institution has 22 classrooms, out of which 20 classrooms have LCD projectors. Two drawing halls, two seminar halls with necessary academic and ICT facilities. There are two smart classrooms fitted with a document camera with wireless interactive board and RAPTOR Firmware version V1.0.5(202304101546\_afeaeec06a8) projector. Every department has a separate building with adequate classrooms, laboratories, seminar halls with adequate infrastructure. All the buildings of the campus are connected with interlock pathways. The environment of the campus looks attractive with lush green lawns, thousands of flower plants and trees.

All departments are housing a sufficient number of laboratories as per regulatory requirements for doing practical lab exercises as per the curriculum. Modernization of the equipment /Instruments are done on a regular basis to meet the current industry scenario and technological developments. This is evident from the institutional budget on capital equipment. There are totally 46 laboratories in various domains across the disciplines.

A total of 465 computer systems are available in the campus. All the computers are connected to the internet through Leased line internet connection (50Mbps bandwidth). Wi-Fi access points in all the academic blocks allow the students to browse from any place through individual laptops, which provides a hassle-free learning culture.

The library is a prominent feature of the institution, occupying an area of 565 square meters and accommodating up to 250 students. Additionally, it offers access to an E-journal package from DELNET, providing students and faculty members with digital access to 911 journals, enhancing their ability to stay updated with the latest research and developments in their respective fields. Overall, DMIEC offers a conducive and modern learning ecosystem that supports both academic and extracurricular activities, aiming to nurture well-rounded professionals in the field of engineering.

Inside the campus, indoor sports and games facilities like 2 Badminton courts, 2 Volleyball courts, 1 Table Tennis board. Within the campus, a range of outdoor sports and games facilities,

### **Student Support and Progression**

DMI Engineering College (DMIEC) places a strong emphasis on the overall development and welfare of its students, offering a wide array of comprehensive support services. A significant 85% of students benefit from scholarships and free ships, demonstrating the institution's commitment to making education accessible.

The support systems provided by DMIEC encompass academic counselling, personal guidance, and career development programs. These initiatives are designed to foster students' academic excellence, personal well-being, and professional growth. Additionally, DMIEC organizes 16 programs focused on enhancing soft skills, communication skills, life skills, and ICT skills among its students.

Through these initiatives, DMIEC aims to equip its students not only with academic knowledge but also with the essential skills and competencies needed to succeed in their careers and personal lives.

At DMIEC, there is a strong commitment to supporting students throughout their academic journey with structured academic counselling and mentorship programs. In addition to academic counselling, DMIEC offers various types of career counselling programs and guidance for competitive examinations,

DMIEC also maintains a transparent grievance redressal mechanism, ensuring timely support for any concerns or issues that students may encounter. Committees such as the Women Redressal Committee, Grievance Redressal Committee, and Anti-Ragging Committee are established to uphold campus safety, discipline, and a supportive environment for all students.

The institute places a strong emphasis on higher education programs and comprehensive placement services to equip students for a successful transition into the workforce.

Beyond academic education, DMIEC fosters a vibrant campus life through various clubs. These clubs provide platforms for students to engage in community service, environmental initiatives, coding competitions, and leadership development activities.

Cultural and sports activities are actively encouraged at DMIEC, contributing to a well-rounded student experience. DMIEC not only focuses on academic excellence and placement opportunities but also provides a vibrant and supportive environment where students can explore their interests, develop their skills, and achieve personal and professional growth.

DMIEC maintains an active and registered alumni association, fostering strong connections with its former students. This alumni network plays a crucial role in supporting current students by providing mentorship, sharing valuable career insights, and contributing to the overall growth and development of the institute.

### **Governance, Leadership and Management**

DMIEC adheres to a governance framework that emphasizes transparency, accountability, fairness, and integrity. The institution operates under clear policies and procedures, with decision-making processes that are decentralized yet unified. This approach ensures efficient management of resources and supports effective governance practices.

By engaging stakeholders in strategic planning, DMIEC ensures that its decisions and actions are informed by diverse perspectives and expertise. This collaborative approach helps to strengthen the institution's ability to adapt to changing needs, maintain accountability to its community, and achieve sustainable growth and development over the long term.

DMIEC has well-defined HR policies and utilizes CAMU as its ERP (Enterprise Resource Planning) tool. CAMU plays a crucial role in managing both academic and administrative processes within the institution. The ERP system supports the institution in maintaining high standards of governance, enhancing service delivery, and providing a cohesive platform for managing both academic excellence and administrative operations.

DMIEC places a strong emphasis on quality assurance mechanisms to continuously monitor and evaluate its performance across various aspects. The Internal Quality Assurance Cell (IQAC) plays a pivotal role in conducting external and internal audits, reviews, and assessments. The institution employs robust methods to appraise faculty performance, including student feedback and self-appraisal processes. This feedback loop helps in identifying strengths and areas for improvement among faculty members, thereby enhancing overall teaching quality.

DMIEC values stakeholder feedback and actively seeks input on important decisions, policies, and initiatives.

In summary, DMIEC's commitment to quality assurance, stakeholder engagement, and data-driven decision-making underscores its dedication to maintaining high standards of education and institutional governance.

DMIEC prioritizes the continuous professional development of its faculty and staff through a range of initiatives. These include training programs, workshops, conferences, and opportunities for research. Approximately 80% of the teaching and non-teaching faculties have benefited from Faculty Development Programs (FDPs) and Professional Development Programs (PDPs), which are designed to enhance teaching methodologies, update subject knowledge, and foster research skills. This investment in faculty development aims to ensure high-quality education and innovative teaching practices. These programs are geared towards enhancing administrative skills, improving service delivery, and promoting career growth among staff members.

### **Institutional Values and Best Practices**

DMIEC places a significant emphasis on maintaining ethical values and principles across its operations, with a particular focus on gender equity and inclusivity. The institution has implemented gender sensitization programs aimed at fostering awareness and understanding among its community members. DMIEC has taken proactive measures to enhance facilities for women on campus.

The institution has conducted 17 gender sensitization and activity programs as part of its commitment to creating a supportive and respectful environment for all. These programs aim to educate and empower individuals to uphold gender equality and respect diversity within the campus community. Overall, DMIEC strives to cultivate an inclusive and ethical culture where everyone feels respected, valued, and supported, regardless of gender or background.

DMIEC actively promotes engagement in community service projects, environmental initiatives, and advocacy for social justice among its students, faculty, and staff. The institution encourages its members to contribute positively to society beyond the confines of the campus. DMIEC celebrates various cultural and national events such as Onam, Christmas, Pongal, and days of national and international significance like the Power of Vote Day.

Our campus at DMIEC is committed to sustainability and environmental consciousness. It operates as a green and plastic-free environment, aiming to minimize ecological impact. To reduce energy consumption, DMIEC has implemented several initiatives. Separate dustbins are provided for Bio-degradable and Plastic waste in order to segregate them at the source itself.

At DMIEC, waste management is a systematic process designed to promote sustainability and environmental responsibility. Wastes are responsibly disposed through a Memorandum of Understanding (MOU) with an authorized agency, ensuring proper recycling and disposal practices.

Water management at DMIEC is facilitated through borewells and rainwater harvesting pits, ensuring efficient utilization of water resources. The campus is equipped with a mini Reverse Osmosis (RO) water plant to provide clean drinking water.

DMIEC conducts regular green audits and environmental audits conducted by external agencies, which validate the institution's commitment to sustainability.



Beyond campus initiatives, DMIEC engages in various environmental programs aimed at extending its impact and promoting environmental awareness and conservation efforts in the broader community. Fire extinguishers are present all over the campus.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	DMI ENGINEERING COLLEGE
Address	Kumarapuram Road, Aralvaimozhi Kanyakumari Dist Pin 629301
City	Aralvaimozhi
State	Tamil Nadu
Pin	629301
Website	<a href="http://www.dmiengg.edu.in">www.dmiengg.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	A.Albert Raj	4652-262744	9443450712	-	principal@dmiengg.edu.in
IQAC / CIQA coordinator	D Betteena Sheryl Fernando	4652-262744	9500966396	-	betteena@dmiengg.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">Minority (3)[signed].pdf</a>
If Yes, Specify minority status	
Religious	Christianity
Linguistic	
Any Other	

<b>Establishment Details</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Tamil Nadu	Anna University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC				
12B of UGC				
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
AICTE	<a href="#">View Document</a>	02-06-2023	12	

<b>Recognitions</b>	
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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Kumarapuram Road, Aralvaimozhi Kanyakumari Dist Pin 629301	Rural	10.52	16496

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BE,Civil Engineering,	48	HSC	English	30	0
UG	BE,Computer Science And Engineering,	48	HSC	English	90	79
UG	BE,Electronics And Communication Engineering,	48	HSC	English	60	20
UG	BE,Mechanical Engineering,	48	HSC	English	30	19
UG	BTech,Artificial Intelligence And Data Science,	48	HSC	English	60	41
UG	BTech,Information Technology,	48	HSC	English	60	28
UG	BE,Electrical And Electronics Engineering,	48	HSC	English	30	6

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	4				2				61			
Recruited	4	0	0	4	1	1	0	2	17	44	0	61
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				22
Recruited	17	5	0	22
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	7	2	0	9
Yet to Recruit				0

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	0	0	1	1	0	3	5	0	14
M.Phil.	0	0	0	0	0	0	0	5	0	5
PG	0	0	0	0	0	0	14	34	0	48
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	113	0	0	0	113
	Female	80	0	0	0	80
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	26	30	35	50
	Female	23	25	24	37
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	238	229	273	328
	Female	129	109	132	154
	Others	0	0	0	0
General	Male	53	46	43	66
	Female	30	29	25	34
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		499	468	532	669

**Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	DMI Engineering College, located in Aralvaimozhi, Kanyakumari District and affiliated with Anna University, Chennai, offers 6 undergraduate programs that follow the Choice Based Credit System
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	<p>(CBCS). This system assigns specific credits to each course, allowing students to tailor their education according to their interests. In alignment with the National Educational Policy 2020, the college is incorporating multidisciplinary subjects to enhance students' overall development—intellectually, aesthetically, socially, physically, emotionally, and morally. As an affiliated institution, DMI Engineering College adheres to Anna University's guidelines regarding program entry requirements and duration. The multidisciplinary approach aims to broaden students' knowledge and open up new opportunities across various fields.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>As an affiliated institution, DMI Engineering College faces limitations in implementing the Academic Bank of Credits (ABC) system. Despite ongoing efforts to register for ABC, the college has encountered issues with the registration process and is currently in contact with the web administrator for assistance. The university is also updating its syllabi and curriculum with new concepts and ideas to stay current with the evolving academic landscape.</p>
<p>3. Skill development:</p>	<p>DMI Engineering College, Aralvaimozhi, is dedicated to preparing its students for careers in multinational IT and software companies through its competitive coding training. The college has established its own various clubs like Quantum Club to motivate students to participate in various projects expo and present their ideas, ECO Club to encourage students in promoting environmental awareness, sustainability, and action within the college community and beyond, Ramanujam Club to focus on promoting mathematical excellence, research, and appreciation among students, Bacon's Club to support language learning and acquisition through various interactive and technological methods, Drone Club to focus on the exploration, development, and application of drone technology and Shakespeare Club to bring together enthusiastic students and offer a vibrant and engaging platform where they can explore their skills, promote their personal and societal ideals and contribute to the welfare of the society. DMI Engineering College hosts a Centre of Excellence dedicated to Oracle within its Computer Science and Engineering department which motivates the students to place in leading software companies. For practical experience, students are encouraged to</p>

	<p>engage extensively with Hacker Rank and Hacker Earth, online platforms that provides coding practice and online tests. The college emphasizes regular practice and high performance on Hacker Rank and hacker Earth to improve their coding skills and achieve high ratings in various programming languages. Additionally, the college promotes a holistic approach to education, including value-based learning and coaching to help students explore career opportunities after graduation.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Currently, in line with Anna University's guidelines, the college uses English as the primary language of instruction. However, subjects in Tamil is also a part of the curriculum. This multilingual approach facilitates language exchange in the classroom, benefiting students by enhancing their language skills. Since its inception, the institution has been dedicated to promoting the country's culture and history. Teachers are encouraged to employ a multilingual teaching method that considers the diverse socioeconomic, cultural, and linguistic backgrounds of students. This approach enhances students' ability to understand and absorb the material more effectively.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Anna University is committed to outcome-based education (OBE) and the institution adheres to its guidelines. In alignment with the National Educational Policy (NEP), the college organizes specialized training programs focused on OBE. Various OBE activities are integrated into the classroom, including critical thinking, reasoning, brainstorming, online lectures, flipped classrooms, and quizzes. The institution has embraced a learner-centric approach to teaching and learning, moving away from traditional methods.</p>
<p>6. Distance education/online education:</p>	<p>The institute, being affiliated with the university, is not currently authorized to offer distance education. However, it has proactively adopted online education methods. The college emphasizes the integration of ICT in teaching and learning. To keep up with evolving needs, the management is consistently improving the college's infrastructure and ICT facilities. The institution has successfully implemented a blended learning approach, combining online exams, quizzes, webinars, online assignments, MOOC courses, certificate programs, and traditional</p>

in-person classes

**Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, our college has established an Electoral Literacy Club (ELC), which operates effectively with active student involvement and support. The club conducts awareness programs to educate students about the Constitution of the country and promotes ethical voting practices by organizing campaigns that highlight the importance of voting.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The college has established an Electoral Literacy Club coordinated by Dr. Raghupathy, Professor, Department of Science and Humanities, and a student Ambassador. The primary goal of the club is to emphasize the significance of voting. It conducts activities like rally for both the public and college students, and organizes registration camps to help students who are 18 years or older enroll in the voters' list.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Each year, the Electoral Literacy Club (ELC) organizes lectures for first-year students to educate them about their voting rights and motivate them to exercise those rights by voting. This program aims to inform students about their rights and encourage them to participate in elections. The Staff Coordinator plays an active role in engaging students in various innovative activities and promotes the importance of voting, both within the college and in the wider community.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Students organize rural awareness rallies using pictorial signboards to address information gaps and actively participate in annual awareness exhibitions to spread essential information and encourage civic engagement. Special programs are conducted to educate nearby villagers about their voting rights. Additionally, events such as quizzes, pledges on National Voters Day, assistance with Voter ID enrollment, and competitions in miming, oratory, and drawing related to voting are held to further promote voter awareness.
5. Extent of students above 18 years who are yet to be	The institute conducts voter registration drives for

enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

students aged 18 and above who are eligible but not yet registered. These organized efforts help increase voter registration among eligible students and highlight the college's dedication to fostering an active and informed electorate.

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
468	532	669	894	1123

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

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

Response: 125

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
57	64	59	70	84

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
225.59	137.9	106.72	186.83	255.48

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

##### **Response:**

Our Institution follows the curriculum prescribed by the affiliating University, Anna University, Chennai. Our Institution has designed ways and means to ensure effective curriculum delivery in a systematic way.

##### **Course Allocation:**

Courses are allocated to the faculty members by getting their willingness from the staff members. Head of Department will apply the competency matrix and allocate the course to the staff.

##### **Time Table Preparation:**

Course wise time tables are prepared by the Time Table Committee to include time slots for teaching seminars, lab work, class test, library and sports.

##### **Course File:**

Each faculty member prepare the course file which includes the syllabus, time table, detailed course plan including the test book(s), reference book(s), course outcomes, mapping of course outcomes with program outcomes & program specific out comes, attainment levels and targets, materials unit wise, PPTs, Video clippings, previous year question papers and their answers, internal question papers model question papers and question banks.

##### **Assessments:**

The Assessment is in two ways:

##### **1. Internal Assessment (20 Marks for R 2017 and 40 Marks for R 2021):**

The Internal Assessment system is carried out in a systematic manner and is transparent.

- In Regulation 2017, there are three internal assessment tests.
- In Regulation 2021, there are only two internal assessment tests.
- The internal assessment question papers are set based on the OBE format.
- The internal assessment questions are mapped with COs and POs.
- The internal assessment test will be a centralized one.

- The staff members will evaluate the answer scripts and distribute the scripts to the students.
- In laboratory courses, the students are allowed to do the experiments as per Anna University procedure.
- Students are grouped to do the projects and they are allowed to do their projects either in the college or in any other related industries.

## II External Assessment (80 Marks for R 2017 and 60 Marks for R 2021):

The External Examinations are organized by the University. The Examination Cell in our college which accomplishes all the works related with both Theory and Practical examinations.

### Class committee meetings:

To improve the Teaching Learning process, class committee is formed for each class. In the meeting, the problems faced by the students are discussed. Based on the class committee meetings report, the Principal will make recommendations and hand over the report to the concerned in charges to take necessary corrective actions.

### Feedback:

Feedback from the stake holders, i.e., from Students, Teachers, Alumni and Employers are collected based on predefined parameters.

### Academic Calendar:

DMI EC is being an affiliated Institution of Anna University, Chennai, Tamil Nadu, follows the Academic Calendar provided by the Anna University. It is fully followed by the college to guarantee smooth and productive conduct of its teaching and administrative processes.

Before the beginning of each semester, the college prepares the academic calendar incorporating curricular, co-curricular and extracurricular events, internal tests, association activities, etc.

### Content Delivery:

New and innovative teaching techniques, in addition to the traditional lecture method are adopted to deliver the content. Employing of learner-centric techniques such as peer learning, collaborative learning, group discussions, video lectures, quiz etc., encourages students' active participation.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility



**1.2.1**

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

**Response:** 45

<b>File Description</b>	<b>Document</b>
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc. Apart from the above:	<a href="#">View Document</a>

<b>Other Upload Files</b>	
1	<a href="#">View Document</a>

**1.2.2**

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

**Response:** 83.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
413	467	571	727	898

<b>File Description</b>	<b>Document</b>
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

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

**Response:**

DMI ENGINEERING COLLEGE (DMIEC) align its curricula for six undergraduate engineering programs and one post graduate program with the guidelines of AICTE and the affiliating university. The institution's vision and mission guide the curriculum design, covering science and humanities and professional core subjects for undergraduate engineering programs. DMIEC follows Outcome Based Education (OBE) and Revised Bloom's Taxonomy methodologies, ensuring effective planning and delivery. A well-structured action plan and academic calendar are prepared, adhering to Anna university norms. Faculty members actively contribute by developing lesson plans, notes, PowerPoint slides, and more. Student-centered teaching approaches, integrating Information and Communication Tools (ICT), facilitate access to learning materials. Comprehensive course folders for all programs are compiled, containing syllabi, timetables, objectives, outcomes, CO-PO mapping, course materials, video lectures, and more. Records, including lab manuals, mentoring records, and attendance records, are diligently maintained. The curriculum integrates effective training methods to develop life and soft skills. Cross-cutting issues like professional ethics, gender, human values, environment, and sustainability enrich the curriculum. Experiential learning is promoted through projects, fieldwork, and internships. DMIEC offers Value Added or Certificate programs and provides e-materials. Internal examinations and academic audits by the Internal Quality Assurance Cell (IQAC) assess course outcomes and adherence to standards. A feedback system gathers input from students, teachers, employees, and alumni. The institute enhances student exposure through expert guest lectures, workshops, conferences, and seminars, providing knowledge beyond the prescribed curriculum.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 64.96

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

**Response:** 304

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

<p><b>1.4.1</b></p> <p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p><b>Response:</b> B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p>	
File Description	Document
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 38.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
136	110	60	142	221

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

2022-23	2021-22	2020-21	2019-20	2018-19
300	240	300	444	444

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 50.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
113	90	60	132	205

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

2022-23	2021-22	2020-21	2019-20	2018-19
206	165	206	306	306

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 8.21

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**

At our institute, we prioritize student-centric methods to enhance the learning experience through experiential learning, participative learning, and problem-solving methodologies.

### **Experiential Learning**

Experiential learning is central to our approach, emphasizing hands-on experiences that reinforce classroom learning. Model-based and practical-oriented teaching methods help students grasp theoretical concepts. Mandatory internships across all programs provide invaluable real-world experience. These internships are complemented by mini-projects within courses, allowing students to develop working models that demonstrate their learning and skills.

To bridge the gap between academic theory and industry practice, we organize regular industrial visits, offering students firsthand exposure to industry practices. In-plant training during semester breaks enhances practical learning opportunities. Field visits integrated into courses enrich understanding by contextualizing academic theories in real-world situations.

Students also engage in research-oriented activities such as paper presentations, publications, and blogging, showcasing their creativity and research skills. Inter-departmental and inter-collegiate events further develop organizational skills, teamwork, and leadership qualities.

### **Participative Learning**

We empower students through diverse learning opportunities such as one-credit courses, value-added programs, and online courses like Swayam and NPTEL. These courses provide additional knowledge and skills that complement their main curriculum. Group assignments and team projects foster collaboration, critical thinking, and innovative problem-solving skills. Involvement in professional societies allows students to network with peers and professionals, enhancing their learning experience and career prospects.

Strategic industry collaborations provide internship opportunities that prepare students for global challenges and career success. Students actively engage in organizing and participating in symposiums, workshops, conferences, and guest lectures, enhancing their practical knowledge and networking skills.

In classrooms, modern teaching resources like multimedia presentations and interactive discussions create dynamic learning environments. Students are encouraged to ask questions, contribute to discussions, and apply their learning through simulation tools and virtual labs, enhancing information retention and understanding.

### **Problem-Solving Methodologies**

Assessment methods such as quizzes and case studies encourage critical thinking and practical application of knowledge beyond the syllabus. These assessments challenge students to analyze and solve real-world problems, preparing them for future challenges. Assignments are designed to push students to think critically and apply theoretical knowledge in practical situations.

Simulation tools and virtual labs provide hands-on experience in analytical and problem-solving approaches, allowing students to experiment and analyze outcomes in a controlled environment.

**E-Learning/ICT**

We maximize the use of modern resources to improve teaching in classrooms. Staff and students are encouraged to participate in NPTEL courses, which offer high-quality online education in various subjects. Faculty members adopt innovative practices to enhance teaching and learning, including PowerPoint presentations, NPTEL videos, spoken tutorials, student seminars, group discussions, and Google Classroom.

These methods ensure that our students are well-equipped with the knowledge and skills necessary to excel in their academic and professional endeavors.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**2.4 Teacher Profile and Quality****2.4.1**

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

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
57	64	59	70	84

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>

**2.4.2**

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

**Response:** 16.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	15	13	7	6

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

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

**Response:**

**Internal Assessment Mechanism:**

For each semester two Internal Assessment Test (IAT) and Model Examination were conducted. The schedules for these assessments are circulated to the students through circulars and posted on the notice board. Class tests are conducted to assess students' knowledge of the topics covered. Assignments related to all subjects are given to the students by their concerned faculty. Each Internal Assessment test is 1.5 hours long and carries a weightage of 50 marks. The Model Examination lasts for 3 hours and is evaluated at 100 marks. The dates for these assessments are set by the college academic committee and communicated to students through their respective HODs. Evaluations of internal assessments are usually done by the designated faculty and the marks are submitted within a week. In case a student is unable to attend exams due to medical reasons or other justifications with prior notice, re-exams are conducted. Records of IAT are maintained by each department, and these marks are entered into the University portal and often used to compute the final grades for each course. This process provided clear guidelines to students regarding assessment, weightage, and how scores are calculated.

**External Assessment Mechanism:**

Anna University, conducted End Semester Examinations. Eligible candidate's Hall Tickets are sent to



college from the University after the exam registration. the students received their hall tickets through the Head of the Department. The exam timetable is distributed to students and placed on notice boards. Students are aware of an examination rule, strictly enforced during the exams. Arranging external and internal for End semester Lab and Theory Examinations. After the exams, answer scripts are collected and sent for evaluation. Evaluation is done by university-appointed examiners. Once the evaluation process is completed, results are declared. Students can access their results through the university's official website. Also, the softcopy is sent to the college. If students are dissatisfied with their results, they can apply for a revaluation process by paying a fee. After review with subject faculty, their answer scripts will be evaluated again. Then the revised results are published. Still, the students are not convinced with their revaluation result, they have another option to apply for a challenging valuation.

### Grievance and Redressal System:

The College has formed a student grievance committee to resolve student grievances on time and effectively. This committee includes the Principal, HODs, and senior faculty members. Depending on the nature of the grievance, the investigation process is made through class committee meetings. If the student has any other significant issues the college has physical complaint boxes where individuals can drop written grievances anonymously or with their identity disclosed. The committee made an effort to resolve all grievances promptly and ensure that every student's concerns received appropriate attention and were resolved expediently.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### Response:

Educational institutions are committed to ensuring that students achieve a high level of knowledge, skills, and competencies upon completing their studies. To guide this process, institutions clearly define and communicate Programme Outcomes (POs) and Course Outcomes (COs). These outcomes provide a framework that aligns educational objectives with industry standards, academic expectations, and professional requirements.

#### Programme Outcomes (POs)

Programme Outcomes are broad, overarching statements that describe the expected achievements of graduates from a particular program. These outcomes encapsulate the essential knowledge, skills, and attitudes that students should possess by the end of their academic journey. POs are designed to align with the institution's mission and the demands of the relevant professional fields.

## Key Aspects of Programme Outcomes:

1. **Knowledge Mastery:** Graduates will have a robust understanding of fundamental and advanced concepts, theories, and practices pertinent to their field of study.
2. **Problem-Solving Skills:** Graduates will demonstrate the ability to identify, analyze, and resolve complex problems using appropriate methodologies, tools, and critical thinking.
3. **Professional Skills:** Graduates will exhibit essential professional skills such as effective communication, teamwork, leadership, and ethical practices..
4. **Lifelong Learning:** Graduates will recognize and value the importance of lifelong learning, engaging in continuous professional development and staying abreast of technological advancements and emerging trends in their field.
5. **Global Awareness:** Graduates will understand the global context of their profession, appreciating cultural diversity, international perspectives, and the impact of globalization on their industry.

## Course Outcomes (COs)

Course Outcomes are specific, detailed statements that outline the expected knowledge, skills, and abilities students should acquire upon completing a particular course. COs are narrower in scope compared to POs and focus on the tangible learning objectives for individual courses within a program.

## Key Aspects of Course Outcomes:

1. **Knowledge Acquisition:** Students will gain in-depth knowledge of the specific topics covered in the course, including understanding core concepts, principles, and information relevant to the course material.
1. **Application of Concepts:** Students will be able to apply theoretical concepts to practical scenarios, case studies, and real-world problems, ensuring they can translate academic learning into practical skills.
2. **Analytical Skills:** Students will develop the ability to critically analyze information, data, and research findings related to the course content, enhancing their capacity for logical reasoning, data interpretation, and evidence-based decision-making.
3. **Technical Proficiency:** Students will acquire technical skills relevant to the course, like the use of specific tools, software, techniques, and methodologies essential for proficiency in the subject matter.

**4. Communication Skills:** Students will improve their ability to communicate effectively within the context of the course for articulating ideas, presenting findings, and engaging in academic and professional discourse.

#### Display and Accessibility

To ensure transparency and accessibility, the institution prominently displays the Programme Outcomes (POs) and Course Outcomes (COs) for all programs and courses on its website. This accessibility allows current and prospective students, faculty, and stakeholders to understand the educational objectives and expectations associated with each program for the quality education and continuous improvement.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

#### 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

#### **Response:**

Attainment of Course Outcomes (COs) and Program Outcomes (POs) is achieved through a meticulously designed curriculum at Anna University, incorporating continuous and comprehensive assessment methods. This iterative process of improvement ensures that both COs and POs are effectively met.

#### Assessment Process:

The assessment framework incorporates a combination of direct and indirect approaches to gauge the achievement of each learning objective effectively.

#### Direct Assessment Process:

**1. Internal Assessment I, II, Model Exam:** This comprises 90% of the assessment weightage and includes various tools such as assignments, tutorials, mini projects, and the university examination. These assessments are designed to evaluate a student's understanding and application of the course material throughout the semester.

**1. Indirect Assessment Process:** This comprises 10% of the assessment weightage and includes tools like course end surveys, exit surveys, and alumni surveys. These surveys gather feedback from students and alumni regarding the effectiveness of the course and its impact on their learning and career.

#### Attainment of Course Outcomes:

A mapping table is created to align exam questions with the relevant course outcomes. Each question is evaluated, and the students' learning levels—such as knowledge, application, problem-solving, evaluation, and design—are assessed through their scores. Student performance is recorded question by question, and the average marks are used to determine the attainment levels for each course outcome.

#### The Attainment Level for the Continuous Internal Assessment:

- **Level 1:** 50% - 60% of students scoring more than 60% marks
  - **Level 2:** 60% - 70% of students scoring more than 60% marks
  - **Level 3:**  $\geq 70\%$  of students scoring more than 60% marks

#### Attainment of Program Outcomes:

The assessment process uses both direct and indirect methods to calculate the Program Outcomes (POs) and Program Specific Outcomes (PSOs).

#### Direct Assessment:

Criteria values for individual POs are assigned, and the weighted average of POs is calculated. This involves assessing students' performance in various courses and aggregating these results to understand how well the program is achieving its intended outcomes.

#### Indirect Assessment Process

Exit surveys are collected from the graduating students of that particular academic year. These surveys provide insights into the students' overall educational experience and their preparedness for professional careers. Overall POs and PSOs are calculated by assigning weights to various assessment tools, including direct assessments and survey feedback.

#### Continuous Improvement:

The meticulous design and iterative process of improvement ensure that the curriculum remains relevant and effective in achieving the desired educational outcomes. Regular feedback from direct and indirect assessment methods helps in refining the curriculum and assessment methods, ensuring continuous improvement in the quality of education.

This comprehensive approach not only measures the attainment of COs and POs but also provides valuable insights into areas requiring improvement, thereby fostering an environment of continuous learning and development. By analyzing the data collected from various assessments, the faculty can identify trends and patterns in student performance, adjust teaching strategies, update course content, and implement new instructional methods.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**2.6.3**

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

**Response:** 83.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
112	170	264	261	191

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

2022-23	2021-22	2020-21	2019-20	2018-19
136	198	268	265	334

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>

**2.7 Student Satisfaction Survey****2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.99

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 18.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
5.7	9.25	0	3	0.285

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

DMIEC, the pioneering institution in fostering a dynamic ecosystem for knowledge generation and transfer, has established multiple centers, including an Incubation Centre, to cultivate entrepreneurial spirit and innovation among its students. Through strategic Memorandums of Understanding (MOUs) with various firms, DMIEC has initiated comprehensive skill development programs. These initiatives are meticulously designed to equip students with the necessary entrepreneurial acumen, paving the way for them to embark on their entrepreneurial journeys.

At the heart of DMIEC's mission lies its commitment to nurturing innovation. The institution continually leverages its academic and research capabilities to contribute significantly to the broader Innovation Ecosystem. This proactive approach not only addresses pressing societal issues but also serves as a catalyst for inspiring students towards entrepreneurship.

Central to DMIEC's efforts is its Entrepreneurship Development Cell (EDC), which plays a pivotal role in shaping the entrepreneurial mindset of students. Through a spectrum of awareness programs, the EDC enhances students' innovation, creative thinking, and design abilities, fostering a fertile ground for developing impactful products and solutions. The cell orchestrates a diverse array of activities, including guest lectures, seminars, workshops, and motivational talks, aimed at imbuing students, faculty, and alumni with an entrepreneurial ethos.

In tandem with promoting entrepreneurship, DMIEC fosters a robust research culture. Initiatives such as the Institute Innovation Council (IIC) empower students to engage in cutting-edge research and innovation. The institution actively supports participation in prestigious events like the Smart India Hackathon, Ideathon, and Talkathon, alongside organizing co-curricular activities through departmental student associations. Collaboration with industry, organizations, and institutions further enriches the learning experience, providing students with access to state-of-the-art research facilities and opportunities to undertake impactful research projects.

Recognizing the importance of Intellectual Property Rights (IPR) in innovation, DMIEC conducts specialized programs to educate students and faculty on patent writing and filing. Financial support for seminars, Faculty Development Programs (FDPs), and workshops on IPR underscores the institution's commitment to nurturing a fertile ground for groundbreaking research.

The IIC at DMIEC spearheads numerous initiatives to foster innovation, including idea contests, project exhibitions, and internal Smart India Hackathons. These platforms not only encourage students to showcase their innovative prowess but also facilitate collaboration with governmental and funding agencies to secure crucial support for their projects.

In its pursuit of fostering innovation, DMIEC has established a TECH PARK, serving as an incubator for transformative ideas and fostering an ecosystem conducive to innovation. This initiative is complemented by the formation of various student clubs dedicated to knowledge creation and dissemination, where latent talents are identified, nurtured, and honed through a spectrum of co-curricular and extracurricular activities.

In conclusion, DMIEC's holistic approach towards fostering innovation and entrepreneurship is underscored by its unwavering commitment to academic excellence, research prowess, and industry collaboration. By nurturing a vibrant ecosystem that encourages creativity, critical thinking, and problem-solving skills, DMIEC prepares its students to become catalysts of change and leaders in their respective fields, thereby contributing to societal welfare and economic development on a global scale.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.2.2

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



**Response: 51****3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	11	12	6

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**3.3 Research Publications and Awards****3.3.1****Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****Response: 0.18****3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
9	5	4	4	1

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	<a href="#">View Document</a>
Link to re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Links to the papers published in journals listed in UGC CARE list or	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**3.3.2**

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

**Response:** 0.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	0	0	1	0

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

**3.4 Extension Activities****3.4.1**

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

**Response:**

DMI Engineering College is an active participant in conducting various holistic extension activities programs to their own students and to the nearby villages. DMIEC has the following active clubs to nurture and create social, holistic development among mankind. The notable clubs which serve and fulfill the task of holistic development across mankind are Unnat Bharath Abhiyan (UBA), in line of the above, NSS - DMIEC has conducted various health camps, awareness programs on usage of plastic waste and World water day rally at Panchalinga Puram. Besides, DMIEC has conducted blood donation camps to create awareness about the wellness of the human society, many of them volunteered themselves and helped the needy peoples directly and indirectly.

Moreover, to create awareness about the greenhouse effect and safeguard our mother earth as well with the intention to reduce the carbon footprint in nearby areas, DMIEC has conducted tree plantation camps in Aralvaimozhi village, through this event, insisted the importance of the plantation among the peoples

of the village. Villagers are very much interested in listening to the set of awareness programs poised by DMIEC.

DMIEC UBA in their part, have conducted the various social wellness programs to motivate the Panchalilinga Puram villagers by conducting the programs like Water Conservation Awareness rally, sapling distribution across the villages. Most of the listeners have benefitted out of these programs and educated themselves.

NSS unit of DMIEC has selected our nearby town panchayat Aralvaimozhi for the program Swachh Bharat Mission. We have inaugurated our program in the Government Higher Secondary School, Aralvaimozhi. We did cleaning activities on the School campus. Next we did awareness campaigns in the residential places of Aralvaimozhi regarding Swachh Bharat Mission. We have educated the rural people regarding the importance of sanitation, hygienic environment, effective way of toilet usage and the importance of hand wash, etc. and organized campaigns on the importance of cleanliness through a procession to the nearby areas. DMIEC has encouraged the school students on the importance of keeping the environment clean by conducting the Clean India Program.

Our college aims to develop students' Emotional Quotient through their interaction with various challenges faced by the people in the nearby community and encourage them to develop their positive attitude towards life.

The following activities are few among them.

- Voters Awareness Rally in Ozhuginasery
- Consistently arranging Blood Donation Camps
- Free Eye Checkup camp at thovalai village people
- Healthcare camp by NSS in Aralvaimozhi
- Temple Cleaning in Devasahayam mount, Kanyakumari, etc...
- Distributing Medical Assistance and Supplies during corona period

#### **NSS Activities:**

Every year the NSS unit organizes special camps in the surrounding villages. In these camps, programs like cleanliness and sanitation & Medical camp regarding Dental and Eye Checkup at Government school, Tree plantation, Swachh Bharat at primary school, Medical camp regarding Blood Pressure & Asthma checkup, awareness rally regarding "Save Water" were organized.

#### **UBA Activities:**

- Students have found the solutions pertaining to fields but not limited to sanitation and cleanliness, education, skill development, etc.
- They have recommended alternate and eco-friendly methods of farming like organic farming, alternate energy sources like biogas in the nearby villages.
  - They have identified the problems persisting in the villages.

- They have completed the survey in nearby villages.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.4.2

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

##### **Response:**

Extension Activities refer to initiatives that engineering colleges undertake to serve society and communities beyond their academic and research mandates. These activities aim to foster social awareness, build community relations, promote social justice, and contribute to overall societal welfare. At DMI Engineering College (DMIEC), our commitment extends beyond academic excellence. Through extension activities, our clubs organize various social awareness programs to create a holistic environment.

The NSS volunteers at DMIEC address a range of social issues, including initiatives such as Youth for Clean India, Pollution Awareness Programs, Medical Camps, Blood Donation Camps, and Tree Plantation Programs. Additionally, our volunteers engage in community sensitization efforts, including rallies for environmental awareness, election awareness programs, COVID-19 awareness initiatives, and Plastic Removal for Fit India. They also conduct campus cleaning campaigns to maintain a green, clean, and eco-friendly environment. Through the Unnat Bharath Abhiyan (UBA), DMIEC has undertaken activities focused on Local Self Government (LSGD) towards Gram Panchayat Development Plan (GPDP). These activities were conducted in Panchalingapuram Panchayat in Agastheeswaram Block and Elluvilai Panchayat in Rajakamangalam Block in Kanyakumari district. National Science Day celebrations are organized to raise awareness about various schemes implemented by the Government of Tamil Nadu for government school students, encouraging them to pursue higher education and continue schooling in government schools. Additionally, awareness programs on cleanliness, health, hygiene, and water conservation are conducted for primary school children, emphasizing the importance of frequent hand washing. Moreover, an awareness program on water conservation and the creation of kitchen gardens in villagers' homes have been initiated, with banana saplings distributed to participants.

Furthermore, DMIEC has organized blood donation camps to raise awareness about the wellness of human society. Many individuals volunteered, directly and indirectly assisting those in need. As a result of these efforts, the club received the Appreciation Award for organizing a Voluntary Blood Donation Camp in 2022.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**3.4.3**

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

**Response:** 55

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	11	5	13	13

**File Description****Document**

Photographs and any other supporting document of relevance should have proper captions and dates.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency

[View Document](#)

**3.5 Collaboration****3.5.1**

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

**Response:** 16

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

#### Response:

The college has adequate facilities as per AICTE, other statutory and regulatory requirements. The institution also gives prime importance to activities related to physical fitness of students and to the other interests of them.

#### ClassRooms, Drawing Halls, Seminar Halls

The institution has 22 classrooms, out of which 20 classrooms have LCD projectors. Two drawing halls, two seminar halls with necessary academic and ICT facilities. There are two smart classrooms fitted with a document camera with wireless interactive board and RAPTOR Firmware version V1.0.5(202304101546\_afeaeec06a8) projector. Every department has a separate building with adequate classrooms, laboratories, seminar halls with adequate infrastructure.

#### Laboratories

All departments are housing a sufficient number of laboratories as per regulatory requirements for doing practical lab exercises as per the curriculum. Modernization of the equipment /Instruments are done on a regular basis to meet the current industry scenario and technological developments. This is evident from the institutional budget on capital equipment. There are totally 46 laboratories in various domains across the disciplines.

#### Computing Facilities

A total of 465 computer systems are available in the campus. All the computers are connected to the internet through Leased line internet connection (50Mbps bandwidth). Wi-Fi access points in all the academic blocks allow the students to browse from any place through individual laptops, which provides a hassle free learning culture.

#### General facilities

The college campus is spread over 10.52 acres of land. It includes 6 academic buildings, 1 gent hostel accommodating 195 gents' students, 1 ladies hostel accommodating 195 ladies students and 5 staff. All the buildings of the campus are connected with interlock pathways. The environment of the campus

looks attractive with lush green lawns, thousands of flower plants and trees.

## **Sports and Games Facilities**

### **Indoor Facilities**

- ? Badminton court-2
- ? Volleyball court-2
  - Table Tennis Board-1

### **Outdoor Facilities**

The following outdoor sports and games facilities are available inside the campus.

- ? 400 meters track and field
- ? 2 Volleyball court
- ? 1 Kabaddi court
- ? 1 Kho Kho court
- ? 1 Handball court
- ? 1 Football Field
- ? 1 Cricket Field
  - 1 Tennikoit court

### **Other Sports and Fitness Facilities**

- ? Parallel Bars
- ? Horizontal Bars
- ? Roman Ring
  - Rope Climbing

### **Gym facilities**

A gym with a 400 square feet facility has been available since 2009 for both boys and girls.

### **Meditation Hall**



Mother Virgin Auditorium of 2500 square feet is available for the benefit of students to practice yoga to refresh their mind and body. Students are practicing yoga and breathing exercises.

These facilities are utilized by students not only during regular college hours but also before and after, as well as during holidays. The students are well trained and are participating in various competitions at zonal, district, university levels.

### Cultural Facilities and Activities

There are various facilities for practicing and organizing all types of cultural events. The Fine Arts club takes the initiative to organize both intra- and inter-college events, with the invaluable support and guidance of faculty advisors and the Principal. Through these events, the latent talents of students are unveiled and nurtured, enriching their cultural skills and experiences.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 5.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	8.56	1.00	3.28	33.18

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### **Response:**

DMI Engineering College Library is one of the major highlights of the college. It is housed in an area of 565 sq. m with a seating capacity of 250 students. The excellent reading hall in the library assures peaceful and conducive environment to promote a spirit of continuous learning for the students equipped with reference books, text books, national and international journals in all branches of engineering science and technology. The library has a rich collection of around 19,200 volumes of books. The library is opened to students and staff members from 8:30am to 5:30pm on all working days. The transaction of library books can be done 9:00am to 4:10pm.

The library has periodical section with subscription of 84 national and international journals. The library has E-journal package of DELNET with 911 journals.

#### **Reference section**

The reference section of the library has rich collection of international editions of reference books, hand books, conference proceedings, encyclopedias and various reference documents.

#### **Back Volumes**

Back volumes of journals have been neatly bounded and categorized under their respective subjects for reference.

#### **Digital Library**

A digital library with air conditioning and 31 computer systems equipped with internet access sounds like a great setup for accessing e-resources. With that many computers, multiple users can browse and utilize digital resources simultaneously, making it a convenient and efficient space for research and development purposes. There are 322 E books that can be accessed in the digital library from 9:00am to 4:10pm.

E resources

**DELNET (Developing Library Network)** URL [www.delnet.nic.in](http://www.delnet.nic.in)

DELNET is offering Inter Library Loan & Document Delivery Services to its member libraries. Any type of library material, irrespective of format, which is needed by a member-library of DELNET for reference, information, recreation, study, research, and instruction, can be borrowed from another member-library of DELNET. The lending library will determine whether the material can be provided by keeping in view of regulations or restrictions.

#### **I-libra url**

I-libra serves as a digital hub for books, journals, and various educational materials, easily accessible online. Users can freely engage with these resources, whether by reading, downloading, or interacting with them, all without the limitations of physical libraries. These platforms cater to a worldwide audience, offering a rich array of content and fostering continuous learning, thereby connecting knowledge and empowering individuals.

### **Books issue and Return**

The library Automation is done by Auto Lib software. All the book transactions can be done using computerized barcode system for both staff and students.

### **Borrowing Facility**

The students can borrow a maximum of 3books and faculty can borrow a maximum of 5 books from the library

## **LIBRARY NORMS AND RULES**

- Users must record their entry and exit using their user ID.
- All books must be returned on or before the due date.
- If any Library Book is lost, the concerned member must replace the book with the latest edition along with overdue charges.
- Personal books and belongings are not permitted inside the Library.
- The Library is under surveillance with the aid of video cameras.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

## **4.3 IT Infrastructure**

### **4.3.1**

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

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

**Response:**

**IT Infrastructure-Upgrading the IT facilities**

## **Server Facilities and Upgrading**

In the digital era, where information is the cornerstone of education, server facilities serve as the backbone of institutional operations. Educational institutions rely on servers for data storage, application hosting, network management, and communication infrastructure. However, the rapid evolution of technology necessitates constant upgrading of server facilities to ensure efficiency, reliability, and security. In order to satisfy the needs of IT facilities of academic community of the institute an IBM Blade Center consist of a server with higher processing speed, which was established in the year 2009. Later three servers were installed with a high capacity in order to enable E learning and to perform online classes and value added courses.

## **Computer system facilities and Updating**

The computer center has licensed packages to facilitate work in LINUX, Windows. Also it has the commonly required latest licensed versions of ORACLE and MS OFFICE. All the computer labs are fully air conditioned with adequate centralized UPS backup. There are totally 465 desktop systems available and maintained with almost zero downtime in the campus with constant up-gradation. Every new computer system is purchased with a specific warranty period. Our college has 10 main labs with high speed computing facilities.

## **Internet and Networking Facilities**

An uncompressed bandwidth of Leased Line Internet Connection (**50 Mbps Bandwidth Jio**) is provided for all the computers available inside the campus. These are connected through 10/100 Mbps unshielded twisted pair (UTP) cable. These facilities enable seamless access to online resources, research databases, and collaboration platforms, fostering a dynamic learning environment. High-speed internet connectivity supports multimedia-rich learning materials, virtual labs, and remote access to software tools. Networking infrastructure facilitates communication among students, faculty, and staff, promoting collaboration and knowledge sharing. By prioritizing internet and networking infrastructure, our college empower the student community with the digital resources necessary for academic success and technological advancement.

## **IT infrastructure maintenance**

In our institution, IT infrastructure maintenance ensures smooth operation, security, software upgrading and reliability of systems in respective department. These activities are taken care on a routine basis by technicians of respective department. This includes regular updates, hardware upkeep, data backups, security monitoring, network optimization, capacity planning, user support, compliance adherence and documentation management. Laser Printers are provided in all departments. All computer systems are connected to uninterrupted power supply. All the computer labs are under surveillance with CCTV cameras for the safety of students. The cameras are increased from time to time based on the requirement. The institution has a digital library with 31 computers for students and faculty members. They can access E-books, UGC care, Springer, Web of Science and Scopus indexed journals

## **Software upgradation**

College has Microsoft campus agreement for enabling the students to work and develop the projects using Microsoft related tools and technologies. The agreement enables use the latest versions of

Windows OS, Microsoft office packages, development environments and tools without any licensing restrictions. Other software are also periodically updated based on availability and requirements. Regular software upgrades is being done in our college to uphold competitiveness and achieve educational excellence

File Description	Document
Upload Additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 1.45

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

**Response:** 323

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1

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

**Response:** 22.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
57.87	28.79	34.62	45.44	37.35

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 85.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
394	429	598	763	953

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.1.2

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

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

**Response:** C. 2 of the above

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

### 5.1.3

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

**Response:** 81.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
338	417	608	745	896

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.4

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

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

**Response:** B. 3 of the above



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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 75.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
87	142	197	183	146

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

2022-23	2021-22	2020-21	2019-20	2018-19
112	170	264	261	191

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	<a href="#">View Document</a>
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 3.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	1	1	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response: 29**

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	0	0	13	5

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.3.2**

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

**Response: 35.6**

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	38	20	39	47

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.4 Alumni Engagement****5.4.1**

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

**Response:**

Alumni play a crucial role in the DMI Engineering college, and the institute has maintained a positive relationship with the industry and alumni since its inception. The primary goal is to enroll all graduates as members of the association and to facilitate alumni active participation in the institute's activities, events, and projects. The primary objective of the "ALUMNI MEET" Alumni Association is to connect alumni to the institution, develop synergistic plans to support the institution and help it realize its vision, and enable the institute to add value for all its stakeholders. In 2023, the Institute established an alumni cell to maintain a strong connection between the institute and its alums. Regular alumni gatherings and frequent interaction with alumni through webinars, seminars, and guest lectures. The alumni association facilitates the formation of alumni networks and maintains contact with the business world. The alumni meet will be hosted annually by the alumni association and supported by the management. Alumni from various branches will be invited to share their thoughts and suggestions on the scope of their course, as well as to promote professional awareness. This affords the alumni the chance to meet other alumni and reflect on their past experiences and moments. The Alumni Association provides a forum for alumni to share their intellectual, career, and professional experiences not only with teachers but also with current students. The following actions were carried out with the assistance of Alumni.

**Interactive Sessions:** The alumni association aids in organizing interactive sessions to excite current students about employment and study abroad options. They express their views on social networks.

**Industry connects:** Alumni aid in the formation of MOUs with industries. Alumni who are entrepreneurs arrange industrial tours for students and offer advice on how to establish a business, there by transforming them into job creators. The alumni provide assistance for student internships.

**Research and consultancy:** To encourage college students and association members to conduct research and consulting work in sectors such as engineering, automation, industrialization, etc. Alumni support the departments by directing entrepreneurs to conduct consulting work in several technical disciplines.

**Mentorship:** Alumni can play an active role in volunteer activities such as mentoring students in their respective fields of expertise. To exploit the rich experiences of former college students for the benefit of the institution. To aid students in finding suitable employment.

**Alumni Engagement**

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

Alumni play a crucial role in the DMIEC, and the institute has maintained a positive relationship with the industry and alumni since its inception. The primary goal is to enroll all graduates as members of the association and to facilitate alumni active participation in the institute's activities, events, and projects.

The alumni association facilitates the formation of alumni networks and maintains contact with the business world. The alumni meet will be hosted annually by the alumni association and supported by the management. Alumni from various branches will be invited to share their thoughts and suggestions on the scope of their course, as well as to promote professional awareness.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

The institution strives for academic excellence, enrichment of skills and character formation so as to produce intellectually inspired and morally upright youth to meet global challenges.

#### Vision:

- To elevate our institution into a premier technical hub, empowering rural students with cutting-edge knowledge, while instilling disciplined living.

#### Mission:

- To equip students with the skills and knowledge needed for thriving careers through comprehensive education.
- To equip rural learners with the latest technical knowledge while cultivating values of self-discipline and integrity.
- To train professionals to be entrepreneurs and generators.

#### Quality Policy

The institute aligns its continuous improvement efforts with its mission and vision, focusing on enhancing the performance of both faculty and student. The institute has established a Quality Management System to ensure the continuous improvement of its educational services. The IQAC plays a critical role in driving quality initiatives and improvements within the institute.

DMI Engineering College, through effective governance, institutional planning and development, prepares strategies to improve the quality of higher education for the students in tune with the vision and mission of the institution as it includes all the stakeholders. The Institute follows the guidelines from UGC, AICTE and Anna University and aims for continuous improvement through the implementations of ISO 9001: 2015 and IQAC norms and participating in NIRF, etc.

The healthy institutional practices followed in this direction has helped us in the implementation of NEP, and sustained institutional growth through proper planning and governance. The following consistent efforts are key to our success.

Zeal to maintain a healthy environment for the growth of teaching-learning process which focuses upon connecting skills with innovation through organization of short-term courses, add-on courses and

language enhancement studies and a balance between curricular and extracurricular activities.

Consistent engagement with research and extension activities that enable the students and staff to develop hands-on approach for experiential learning.

Social empowerment through making education accessible to the students belonging to diverse sections of society.

Student welfare activities including financial assistance to students of the marginalized sections of society.

Inculcating values of empathy, gender equity, human values, environmental consciousness, professional ethics and spirit of social justice.

To maintain an amicable bond between the stakeholders including the students, teachers, parents and the civil society.

To develop inter disciplinary approach in learning and to enhance skills among students through several add-on courses which include certificate and diploma courses in foreign languages.

To conduct mentorship sessions and remedial classes in order to accelerate personal and educational development of students.

To upgrade the skills of faculty and non-teaching staff through faculty development / training programmes, seminars and workshops.

To ensure academic flexibility under the NEP through the Academic Bank of Credit (ABC) which would enable students to digitally store the academic credits earned from various recognized Higher Education Institutions (HEIs) further facilitating the scheme of multiple entry and exits during the course of their choice.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### **Response:**

DMI Engineering College is a Christian Minority Institution of Higher Technical Education, founded by

Rev. Fr. J.E. Arulraj, which has been established and managed by the Sisters of DMI (Daughters of Mary Immaculate) in the year 2009 with a mission of providing Quality Technical Education to the student community.

The overall functioning of the college is governed by the **governing council** headed by the Founder/Chairman. Regular Governing Council meetings are held in the Institute and recommendations and suggestions are discussed and approved. The governing council and trust frame directive principles and policies, amend and approve them from time to time and reviews the functioning of college. The feedback which we collect from all the stakeholders will be used for value adding, bridging the gap in the Anna University proposed curriculum and devising course and lesson plans.

The Principal of the College assisted by several Heads of the departments carry out the policies of the governing body. HoDs are given autonomy in carrying out their academic functions.

Non-academic departments like maintenance and housekeeping are effectively functioning under the respective heads for sorting out maintenance issues. Different committees, cells and professional societies are actively functioning in the Institution with the participation of faculty members.

**List of Committees:**

Anti Ragging Committee

Grievance Committee

Internal Complaints Committee

Innovation Incubator Committee

**Cells/Councils:**

Internal Quality Assurance Cell(IQAC)

Entrepreneur Development Cell (EDC)

Placement Training Cell

**Student Centric Activities: Professional Bodies**

ISTE Students Chapter

**Clubs:**

Language Club

**Appointment, service rules and Procedures:**

The Institute has a set of well-established service rules, policies, recruitment procedure, promotional policies and regulations within the frame work of AICTE, State Govt. and the Anna university, which are



approved by the Governing Council of the Institute.

The Institution selects qualified and competent persons by a well-defined procedure: Vacancies are advertised in leading national newspapers, social media and in College Website. The screened candidates are called for an interview. The Staff Selection Committee comprises the Principal, and two internal subject experts(HoD from same department and Core department HoD). The candidates are asked to demonstrate their teaching skills by delivering lectures for a few minutes before the selection committee. Based on their teaching skills, research attitude and other skills, the candidates are selected. The Principal issues the appointment order. The appointments are approved by the management committee during its regular meetings.

### **Deployment of institutional Strategic/ perspective/development plan etc**

The institutions are to be competitive to the changing global scenario and tune themselves to meet the expectations of the stakeholders.

Taking into account, a detailed SWOT Analysis was done. Based on the analysis a strategic plan has been developed with respect to the following aspects:

Teaching–Learning Process Research and Development

Human Resource Planning and Development

Industry Interaction

Community Engagement

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>

### **6.2.2**

*Institution implements e-governance in its operations*

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

**Response:**

The college values the contributions of its employees to the development and progress of the institution. The following are the Welfare schemes provided to Teaching and Non-teaching Staff:

- Group insurance for all staff members and students.
- Employees are eligible for the Provident Fund scheme (EPF) and ESI after the completion of their probation period, in accordance with the Provident Fund Act and insurance act.
- Canteen facility for teaching and non teaching staff members.
- Fee concession for employee's dependent children within the institution.
- Leave facility includes casual, medical, maternity and marriage.
- Reimbursement of registration fees and OD facilities are given to the teaching staff towards attending seminars, workshops, and conferences in other institutions..
- Recreation centre like yoga, gym, indoor and outdoor games.
- Free transportation facilities are available to all the teaching and non- teaching staff.
- Accommodation facility in Hostel for the staff members based on their request.
- Faculty Development Programmes are organized periodically to enhance their proficiency and performance and they are encouraged to take up online courses, register for doctorates, attend conferences, seminars and work on exam preparation.
- All faculty members are provided with LAN internet and Wi-Fi facility to promote paperless administration.
- Faculty award is given for achievers.

The institute has structured mechanism for the performance evaluation system for teaching staff and is carried out regularly at the end of every academic year.

**Appraisal Mechanism:**

The faculty need to self assess in terms of teaching performance, Research and Development, Department and institution activities, conferences attended, papers published, NPTEL courses completed, awards / recognition's won and participation in various academic and administrative bodies both within and outside college.

The faculty will submit the self appraisal form to the Head of the Department with all the relevant supporting materials/documents which will be submitted to the Principal. Principal will assess the scores awarded for the criteria and submit to the management with the recommendations. The Strength and Weakness of the faculty member in all the criteria are analyzed. HoD observes the preparedness and involvement of the faculty in multiple activities throughout the year. The self appraisal scores with the recommendations of the Head of the Department and the Head of the institute will be considered by the management for career advancements. Class observation reports help in monitoring new members in the team and feed back is taken.

The College receives feedback from the students at the end of the every semester to rate the faculty on parameters related to teaching, subject-knowledge, punctuality and commitment. The students feedback gives further inputs regarding the effectiveness of the teaching learning methodologies used. Faculty mentoring is undertaken by the Principal to faculty who need improvement and further guidance.

After the publication of the University results, the Management organizes a meeting of all faculty exclusively to present, review and analyze the semester results. Subject wise results are presented and a thorough critical analysis is undertaken to understand the reasons for good or poor performance.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 6.3.2

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

**Response:** 68.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
45	48	42	45	50

<b>File Description</b>	<b>Document</b>
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	<a href="#">View Document</a>

### 6.3.3

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

**Response:** 79.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	62	59	72	77

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	11	11	18	19

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

#### Response:

The Institute operates under the aegis of the educational and charitable trust, DFT, which has a robust strategy for mobilizing and utilizing resources effectively.

A detailed budget is prepared well in advance each year. The principal submits the budget proposal to the management for approval, incorporating recommendations from department heads. The annual budget comprises both recurring expenses, such as maintenance costs, electricity, internet charges, salaries, stationery, and other consumable charges, as well as non-recurring expenses including furniture, laboratory equipment purchases, and other development expenses. The accounts department oversees expenses in accordance with the budget allocated by the management. The management has formulated policy decisions to provide scholarships specifically to deserving students originating from rural backgrounds and economically weaker sections. The source of income is mainly generated from the students fees.

#### Additional Fund Sources:

- **Sponsored Research Projects:** Faculty members secure funds from government and non-government organizations for research projects.
- **Industry Training and Consultancy:** Faculty members engage in consultancy and training services for industries and institutions.
- **Event Sponsorships:** Funds are generated through sponsorships for Faculty Development Programs (FDPs), conferences, and seminars.
- **Self-Supported Events:** The institution organizes and funds its own conferences, seminars, workshops, and training programs.
- **Industry-Sponsored Facilities:** Laboratories and Centers of Excellence are established with

industry sponsorship.

- **Donations and Endowments:** Contributions from the management and external donors support various initiatives.
- **Scholarships:** Scholarships from State and Central Government aid students in need.
- **Research Proposals:** Faculty members can submit proposals to agencies like AICTE, TNSCST, CSIR, MSME, UGC, and DST for additional funds to enhance teaching, learning, and research.

#### **Budget and Expenditure Management:**

- The institution plans its budget meticulously for each academic year, ensuring optimal utilization for student, staff, laboratory, infrastructure, and library needs.
- The approved budget is communicated to all the department in charges and administrative in-charges. Proper record for all budget expenses is maintained by each department in-charges, administrative in-charges, accounts department, and the Principal office.

#### **Internal audit:**

Internal auditor appointed by the Management audits all the financial transactions once in a month. The income and expenditure of the institution will be verified by the Administrator and the Principal on daily basis. Office Superintendent and Accountant will check cash ledgers on daily basis.

Funds received from various agencies are properly accounted, vouchered and verified by the Administrator and the Principal.

#### **External Audit:**

The management team appoints an external auditor who conduct audit every year in April. Once the audit is completed, the auditor provides an audit report for review by the Management. The organization consistently files its income tax returns well ahead of the deadline each year.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

## **6.5 Internal Quality Assurance System**

### **6.5.1**

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

#### **Response:**

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

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

IQAC has contributed significantly in the following areas:

- Formation of Regulation, Curriculum and syllabus
- Accreditation and Ranking.
- Development and application of quality benchmarks/ parameters for various academic and administrative activities of the institution.
- Organizing of inter and intra institutional workshops, seminars
- Preparation of Annual Quality Assurance Report (AQAR) as per guidelines and parameters for submission to NAAC.
- Facilitated the students to pursue special internship at reputed academic institution abroad / industry.
- Collaborative quality initiatives with other institution(s)
- To fill the gap in the curriculum
- Practice reading skills in the classroom.
- Organize a writing workshop to improve presentation skills, particularly for theory subjects.
- Conduct Saturday events where students delivered talks on the latest trends.
- It encourages all departments to form MoU with relevant industries.
- Continuous support in preparing for competitive examinations like UPSC/TNPSC Banking Exams, etc.

### **Response:**

In 2018, the institution created the Internal Quality Assurance Cell (IQAC) to make sure that the services provided are of high quality. The committee is comprised of the Principal as the chairperson, senior faculty members and representatives from employers, industrial experts, management, and alumni as its members.

The IQAC also runs programs to educate faculty members about quality assurance strategies for better academic excellence. The IQAC has set up a system to gather feedback from students to assess how well the teaching and learning process is working. All faculty members are encouraged to handle classes through ICT-enabled smart classes. The induction program is an annual event held at the beginning of each academic year for all newly admitted students. The IQAC ensures the quality standards of the programs offered through academic and administrative audits. It conducts internal audits and department profiling presentations every semester to evaluate the proper functioning and achievement of department goals outlined in the approved yearly plan. The IQAC of DMIEC plays a key role in achieving the ISO 9001:2015 Quality Management System parameters.

To improve teaching quality, the IQAC conducts internal academic audits which involves checking of course files, syllabus and lesson plans. Department Heads periodically review the delivery of course material, teaching aids, communication skills, and classroom management based on the lesson plan. During internal exams, Department Heads check the quality of the question papers. Principal reviews the evaluation process. An external audit is conducted by experts at the end of the academic year, in which various aspects such as departments, the library, the Department of Physical Education, administrative offices, examination cells, placement cells and supporting units are assessed. The recommendations and

suggestions provided by these experts contribute to enhancing quality and streamlining the institution's operations.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 6.5.2

**Quality assurance initiatives of the institution include:**

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

**Response:** B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>



## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

DMI College of Engineering has a strong ethical work culture that is based on inclusivity. It observes highest ethical standards in all its activities. Equal opportunities are provided to all individuals irrespective of gender, race, caste, color, creed, language, religion, political or other opinion, national or social origin, property, birth or other status. Its unique work culture, healthy traditions, Safety, security and well-being, along with gender equity and friendly working atmosphere are the issues of prime concern to DMIEC. The Institute confirms the active participation and the contribution of women in all its signature moves, such as leading and making a decision. DMI Engineering College has a cell for Women Empowerment. The main focus of this cell is to encourage and empower women to focus on self-confidence, autonomy for women and equity. This cell conducts gender sensitization program both for boys and girls. The Disciplinary committee curbs indiscipline in the campus. A complaint box is arranged to receive grievances or suggestions from the students which are addressed by respective committees. Emergency contact numbers are displayed in prominent places in the Campus. A separate Student counselor is appointed to take care of girl students by giving them guidance to overcome the academic and personal issues with self-motivation. A dispensary is available at our campus round the clock to provide first aid and prompt medical care. A medical campaign for all the women working in this campus will be conducted two times every year providing the necessary medical counseling and advices and if necessary recommendations for further treatment. All the girls' restrooms have attached toilets with Sanitary Napkin vending machine and an Incinerator. The Disciplinary committee curbs indiscipline

in the campus. A complaint box is arranged to receive grievances or suggestions from the students which are addressed by respective committees. Emergency contact numbers are displayed in prominent places in the Campus.

#### **A. Safety and Security:**

The Institute provides CCTV surveillance across the campus to ensure safety and security. The safety of girl students is given primary importance, and a dedicated team of security personnel has been ensuring it throughout the campus 24/7. The presence of security personnel at all main entry/ exit gates and strategic locations within the campus is ensured round the clock. Physical Education Trainees train and motivate both the boys and girls students to participate in various activities. Prevention of Sexual Harassment cell is functioning in the Institute to address the complaints filed by the girl students and Lady Faculty members.

**B. Counseling:**

The Institute has a mechanism of giving counseling to address both personal and academic issues of the students. Departments are also mandated to have regular student-faculty interaction meetings to identify the problems and resolve them. Every Faculty in the Institute is allotted with 20 Students to monitor their personal, academic and psychological well-being by interacting with them.

**C.Surveillance system:**

The Institution has the campus is monitored around the clock by high resolution cameras, the active and efficient presence of surveillance facilities on campus continues to be a source concern for both students and the staff .The use of surveillance devices helps to maintain discipline and gives parents and students sense of security

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

**7.1.2**

**The Institution has facilities and initiatives for**

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

**Response:** B. 3 of the above

<b>File Description</b>	<b>Document</b>
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>

**7.1.3**

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

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

**Response:** A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>

#### 7.1.4

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

**Response:**

Our institution fosters an inclusive environment that values and celebrates diverse cultures, regions, languages, communities, and socioeconomic backgrounds. We promote tolerance, harmony, and sensitivity among students and employees through various initiatives:

**Cultural Events:** We organize celebrations such as Republic Day, Independence Day, Teacher's Day, Engineers Day, Christmas, Pooja, Yoga Day, Onam, and Pongal. These events showcase the richness of our diverse heritage and encourage appreciation of different cultures.

**Sensitization Programs:** Workshops and seminars are conducted to educate students and employees about constitutional values, rights, duties, and responsibilities. These programs promote responsible citizenship and awareness of the importance of diversity.

**Inclusive Policies:** Our policies ensure equal opportunities, gender sensitivity, and accessibility for all members of our community. We strive to create an environment where everyone feels valued and included.

Regular training sessions are held for faculty members to enhance their sensitivity and effectiveness in fostering an inclusive environment. This ensures that the teaching staff is well-equipped to support

diverse student needs.

### **Republic Day Celebration (January 26th) & Independence Day Celebration (August 15th):**

This day includes a flag hoisting ceremony, reenactments of the freedom struggle, patriotic music and dance performances, inspirational speeches, and the distribution of traditional food and sweets. These activities commemorate the nation's independence and instill a deep appreciation for the sacrifices made by freedom fighters.

### **Teacher's Day Celebration (September 5th):**

This day is celebrated by honoring and appreciating faculty members with a formal event where students present flowers and gifts, deliver inspirational speeches, and perform music, dance, and drama acts. Interactive activities where students and teachers participate together, awards recognizing faculty dedication, and the distribution of sweets and refreshments enhance the celebration.

### **Engineer's Day Celebration (September 15th):**

This day is marked by a flag hoisting ceremony, technical exhibitions of student projects, guest lectures by prominent engineers, and workshops on emerging technologies. The celebration includes cultural performances, awards for outstanding achievements, and the distribution of snacks and beverages.

### **Onam Celebration (Kerala Harvest Festival):**

This is celebrated with grand festivities including intricate floral rangolis (pookalam), traditional Kerala attire, and a grand feast (Onasadya) featuring various traditional dishes served on banana leaves. The celebration is enhanced by traditional music and dance performances, games like tug-of-war, cultural processions, and community outreach activities that foster bonding and sharing.

### **Pongal Celebration (Harvest Festival):**

The celebration involves traditional Pongal cooking and sharing, cultural events showcasing South Indian heritage, music and dance performances, decorations, and rangoli competitions. Community outreach programs during Pongal emphasize the spirit of gratitude and sharing associated with the harvest festival.

### **Pooja Celebration (Navaratri/Durga Puja):**

This event features traditional puja and aarti ceremonies, cultural events showcasing Indian heritage, music and dance performances, decorations, and idol installations. Community outreach programs during this festival highlight the importance of devotion and cultural preservation.

### **Christmas Celebration:**

The celebration includes Christmas tree decoration and lighting, carol singing and choir performances, a Santa Claus visit and gift distribution, cultural events showcasing Christian heritage, and a traditional food and cake cutting ceremony. These activities promote joy, generosity, and a sense of togetherness during the festive season.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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:**

#### **1. TITLE OF THE PRACTICE:**

**“RURAL SCHOLARSHIPS and FEE WAIVERS: BREAKING BARRIERS IN ENGINEERING EDUCATION“**

#### **2.OBJECTIVES OF THE PRACTICE :**

To provide financial assistance to rural students to pursue engineering education, thereby increasing diversity and inclusivity in the institution. To bridge the socio-economic gap between rural and urban students by offering scholarships and fee waivers. To empower rural students to become competent engineers, innovators, and leaders, contributing to the development of their communities.

To increase the enrollment of rural students in engineering programs, promoting representation and voice for underrepresented groups. To foster a culture of inclusivity, diversity, and social responsibility within the institution, reflecting the values of equity and excellence. To establish partnerships with rural organizations, industries, and communities to enhance the relevance and impact of engineering education. To monitor and evaluate the progress of rural scholarship students, ensuring their academic success, personal growth, and professional development. To develop and implement targeted support services for rural students, addressing their unique challenges and needs

? Since its establishment in 2009 Increase the number of rural students enrolled in engineering programs by 20% annually.

? Provide financial support to at least 25 % rural students through scholarships and fee waivers each year.

? Improve academic performance and retention rates of rural students to 70% or higher.

? Enhance employability and placement opportunities for students, with a target of 70% placement rate.

? Foster diversity and inclusivity by increasing the representation of students from diverse backgrounds.

### 3. THE CONTEXT :

DMI Engineering College, established in 2009, is committed to providing quality engineering education to students from diverse backgrounds. Recognizing the barriers faced by rural students in accessing engineering education, the college has initiated rural scholarships and fee waivers to promote diversity and inclusivity. Since its inception, the college has been dedicated to fostering excellence in engineering education, research, and innovation, with a focus on social responsibility and community engagement. With a strong commitment to inclusivity, DMI Engineering College aims to address the disparities in engineering education opportunities for rural students, who often face financial, social, and cultural barriers. By providing rural scholarships and fee waivers, the college seeks to empower rural students to pursue engineering education, bridge the socio-economic gap, and contribute to the development of their communities.

This initiative aligns with the college's mission to provide accessible and affordable engineering education, promoting diversity, inclusivity, and social responsibility. By breaking barriers in engineering education, DMI Engineering College envisions a more diverse and inclusive engineering workforce, addressing the needs of rural communities and contributing to the nation's development.

### 4. THE PRACTICE

DMI Engineering College, since its establishment in 2009, has implemented a comprehensive program of rural scholarships and fee waivers to promote diversity and inclusivity in engineering education.

#### The practice involves:

- ? Identification of rural students through outreach programs and partnerships with rural schools and organizations
- ? Scholarship and fee waiver awards based on merit, need, and diversity criteria
- ? Mentorship and counseling support for rural students to enhance their academic performance and personal growth
- ? Industry internships and research collaborations to provide practical experience and exposure
- ? Regular monitoring and evaluation of student progress and program effectiveness

#### The practice has resulted in:

- ? Increased enrollment of rural students from 10% in 2009 to 75% in 2023
- ? Improved academic performance and retention rates of rural students
- ? Enhanced employability and placement opportunities for rural students
- ? Strengthened partnerships with rural industries and organizations

This practice has enabled DMI Engineering College to break barriers in engineering education, providing opportunities for rural students to pursue their dreams and contribute to the development of their communities.

## 5. EVIDENCE OF SUCCESS

DMI Engineering College's rural scholarships and fee waivers program has achieved remarkable success since its inception.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 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:**

DMI Engineering College is committed to providing innovative and industry-relevant education, fostering a culture of innovation and entrepreneurship, and promoting industry-academia collaboration. Our distinctiveness lies in our, Industry-specific skill development programs, Mentorship programs with industry experts

At our College has an established strong industry partnership, providing students with internship and project-based learning opportunities. Our faculty members engage in industry-sponsored research and consulting, ensuring curriculum relevance and industry readiness. We have: Collaborative research projects with industry partners

Industry-specific training and certification programs, Student innovation and prototype development.

**DMI Engineering College encourages innovation and entrepreneurship:**

Entrepreneurship incubation and support, Student innovation and prototype development, Industry-relevant curriculum development

**DMI Engineering College focuses on developing industry-specific skills:**

Industry-specific skill development programs, Mentorship programs with industry experts, Internship and project-based learning opportunities

- ? Incubation Centre for engineering start-ups
- ? Placement Cell for career development
- ? Hackathon events for innovative solutions

### **Incubation Centre**

DMI Engineering College's Incubation Centre provides a nurturing environment for engineering start-ups, offering:

Mentorship from industry experts

State-of-the-art infrastructure

Funding and investment opportunities

### **Placement Cell**

DMI Engineering College's Placement Cell ensures career development for students through:

- ? Industry connections for internships and placements
- ? Resume building and interview preparation
- ? Career guidance and counseling

### **Hackathon Events**

DMI Engineering College's Hackathon events encourage innovative solutions to real-world problems, providing:

Collaborative learning experiences

Industry mentorship and feedback

Prototype development and funding opportunities

DMI Engineering College has established a unique ICT Academy Talkathon, a platform for students, faculty, and industry experts to share knowledge, ideas, and best practices in Information and Communication Technology (ICT)

This initiative has:

Enhanced student engagement and learning outcomes

Encouraged faculty development and research



Strengthened industry partnerships and collaboration

Contributed to the growth of ICT innovation and entrepreneurship in the region

**Physical Development:**

State-of-the-art sports facilities, including a cricket ground, football field, and basketball court, fully equipped gymnasium, Professional coaching and training for students, Encouragement for participation in national and international competitions

**Other Distinctive Features:**

Emotional development programs for stress management and mindfulness

Vibrant non-academic sphere, including student clubs and organizations

Community engagement and outreach programs, Support for student entrepreneurship and innovation

DMI Engineering College's commitment to physical development, emotional development, and non-academic pursuits sets it apart as an institution that fosters holistic growth and prepares students for a fulfilling life.

**Emotional Development: The Foundation of Student Success**

**Emotional Intelligence Development**

We offer specialized programs and workshops on emotional intelligence, including:

Self-awareness and self-regulation, Motivation and empathy, Effective communication and relationship building

**Mental Health and Well-being**

We prioritize student mental health and well-being through:

Counseling services and therapy sessions, Mindfulness and meditation programs, Stress management and anxiety support

**Building Resilience**

We empower students to develop resilience through:

Coping skills and problem-solving workshops

Leadership development programs

Community engagement and outreach activities

## Changing Lives, Enriching Future

DMI Engineering College is committed to transforming students' lives and enriching their future. Our institutional distinctiveness lies in our dedication to holistic development, innovation, and excellence.

### Holistic Development

We focus on developing students' intellectual, emotional, and social abilities through:

Academic excellence

Emotional development programs

Physical development opportunities

### Innovation and Entrepreneurship

- Incubation centers and startup support
- Industry collaborations and mentorship
- Research and development initiatives

### Excellence in Education

We strive for excellence in education through:

- Experienced faculty and industry experts
- State-of-the-art infrastructure and facilities
- Continuous assessment and feedback

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

- Online MOOC courses, along with add-on and value-added courses, offer students the chance to enhance their academic foundation, develop essential skills, and address any knowledge gaps.
- We encourage all students to take part in national-level inter-collegiate and industry-oriented events to foster their competitive spirit.
- We mentor all our students to participate in national-level hackathons and aim for winning prizes.
- Faculty members actively participate in Faculty Development Programs, workshops, conferences, seminars, and webinars to continually improve their skills.
- Our students obtain placements in prestigious companies, frequently securing the highest available salary packages.

### **Concluding Remarks :**

The college's vision focuses on providing quality education in a student-centered environment. It seeks to support the holistic development of rural students by offering professional value-added courses and skill enhancement programs in addition to the regular curriculum. Our committed faculty members foster human and ethical values in students through diverse events and activities. Seminars and conferences organized by the college further enhance students' domain knowledge. This approach has prompted us to prepare a self-study report that outlines our performance and identifies areas for improvement. By doing so, we aim to boost our institutional effectiveness and pursue ongoing enhancement in all areas of our operations.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.4.1	<p><b><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website            Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies            Remark : Input edited as per supporting documents</p>																				
3.5.1	<p><b><i>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</i></b></p> <p>Answer before DVV Verification :            Answer After DVV Verification :16            Remark : Input edited as per supporting documents</p>																				
4.1.2	<p><b><i>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</i></b></p> <p><b>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>25.29</td> <td>9.43</td> <td>1.00</td> <td>3.28</td> <td>33.18</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>8.56</td> <td>1.00</td> <td>3.28</td> <td>33.18</td> </tr> </tbody> </table> <p>Remark : Input edited as per supporting documents</p>	2022-23	2021-22	2020-21	2019-20	2018-19	25.29	9.43	1.00	3.28	33.18	2022-23	2021-22	2020-21	2019-20	2018-19	0	8.56	1.00	3.28	33.18
2022-23	2021-22	2020-21	2019-20	2018-19																	
25.29	9.43	1.00	3.28	33.18																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	8.56	1.00	3.28	33.18																	
4.4.1	<p><b><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></b></p> <p><b>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	

68.13	44.38	44.07	56.66	52.73
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
57.87	28.79	34.62	45.44	37.35

Remark : Input edited as per supporting documents

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : Input edited as per supporting documents

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Input edited as per supporting documents

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	0	0	13	6

Answer After DVV Verification :

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2022-23	2021-22	2020-21	2019-20	2018-19
11	0	0	13	5

Remark : Input edited as awards/medals at University / state/ national / international level can be considered only

6.5.2	<p><b>Quality assurance initiatives of the institution include:</b></p> <ol style="list-style-type: none"> <li>1. <b>Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented</b></li> <li>2. <b>Academic and Administrative Audit (AAA) and follow-up action taken</b></li> <li>3. <b>Collaborative quality initiatives with other institution(s)</b></li> <li>4. <b>Participation in NIRF and other recognized rankings</b></li> <li>5. <b>Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above            Answer After DVV Verification: B. Any 3 of the above            Remark : Input edited as per supporting documents</p>
7.1.2	<p><b>The Institution has facilities and initiatives for</b></p> <ol style="list-style-type: none"> <li>1. <b>Alternate sources of energy and energy conservation measures</b></li> <li>2. <b>Management of the various types of degradable and nondegradable waste</b></li> <li>3. <b>Water conservation</b></li> <li>4. <b>Green campus initiatives</b></li> <li>5. <b>Disabled-friendly, barrier free environment</b></li> </ol> <p>Answer before DVV Verification : A. 4 or All of the above            Answer After DVV Verification: B. 3 of the above            Remark : Input edited as per supporting documents</p>

## 2.Extended Profile Deviations

<b>Extended Profile Deviations</b>
No Deviations